DOCUMENT RESUME

ED 244 176 CG 017 448

AUTHOR Blackwell, David L.; Hunt, Sara Stockard
TITLE A Model for Incorporating Content on Aging into the Curriculum: K-12.
PUB DATE Apr 83
NOTE 153p.; Paper presented at the Annual Meeting of the Western Gerontological Society (29th, Albuquerque, NM, April 16-20, 1983).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Adolescents; *Aging Education; Children; *Curriculum Development; Elementary Secondary Education; Inservice Teacher Education; Instructional Materials; Learning Resources Centers; *Models; Program Design; *Program Implementation
IDENTIFIERS Louisiana (Baton Rouge)

ABSTRACT

Following a statement of the problem of putting aging education in the elementary secondary curriculum, and a review of the relevant literature, a model for developing a curriculum on aging is presented. An overview of the 3-year project, developed in Baton Rouge, Louisiana schools for grades K-12, is offered, including activities and yearly objectives. The content of the project is presented, with detailed information on specific program techniques and methodologies, e.g., curriculum manuals for grades K-5 and grades 6-12, use of a cadre of trained teachers, the resource center, and a slide/tape presentation. Unique aspects of the project are described, including the phased approach and a design using teachers as trainers. The evaluation design, delineated by objectives, is given along with activities to meet each objective. The project description concludes with a statement on multiyear goals. Extensive appendices include results from the 1980 survey of Louisiana students' attitudes toward older people, materials from the 1978 Baton Rouge Youth Conference with Older Americans, a listing of curriculum resources on aging (books, periodicals, films, and photographic aids) by grade level, a listing of organizations concerned with aging, a list of the members of Project and Advisory Council for the Youth and Aging Curriculum Development Project, and a brief description of the aging curriculum. (BL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED244176

A MODEL FOR INCORPORATING CONTENT ON AGING INTO THE CURRICULUM: K - 12

David L. Blackwell, Ed.D.
Director of Special Programs
and
Coordinator of Grants
Southeastern Louisiana University

Sara Stockard Hunt, Director
State Ombudsmen Program
Louisiana Office of Elderly Affairs

CG 017 443

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

David L. Blackwell
Sara S. Hunt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A MODEL FOR INCORPORATING CONTENT ON AGING INTO THE CURRICULUM: K-12

An Abstract

The three-year project is designed to strengthen the quality of education and improve practices by giving students knowledge and appreciation of aging as a normal life stage through integration of aging content into existing curriculum in grades K-12. Project activities promote a thorough approach to imparting content on aging. At the end of the project, integration of aging content into the existing curriculum will be ongoing with teacher manuals, teaching aids, and trained teachers to perpetuate project activities. The project makes a permanent impact on educational quality and improvement of educational practices.

In the first year, 6-12 grade students and selected faculty will be introduced to aging and older people through intergenerational conferences for youth and older people. The conferences are followed by short programs on aging conducted in school assemblies and organizational meetings. Those programs and the conferences create an awareness of aging and impart awareness about the aging process. Interest in aging and the educational benefits of intergenerational contact are promoted in this phase.

After an introduction in aging, teachers are encouraged to enroll in a graduate course on aging and integration of aging content into the curriculum. Twenty-five teachers will be selected for the course to learn about the aging process, and develop and pilot test plans to integrate aging content into the curriculum. Teachers receive consultation and technical assistance as they develop and implement these methodologies.

Following the course, teachers integrate aging content into classroom curriculum for an entire school year. Revisions in the content and methodologies.

Following the course, teachers integrate aging content into classroom curriculum for an entire school year. Revisions in the content and methodologies will be made after pilot testing. Content and methodologies will then be finalized in a manual ready for use by other 6-12 grade teachers. New teachers will be instructed in the utilization of the manual by those teachers who developed and implemented the manual's content. Thus the process for the perpetuation of the products is established

The entire process will then be repeated for grades K-5 in subsequent years. Some activities for grades 6-12 will be concurrently conducted with the initiation of the K-5 cycle.

An important component is the establishment of a resource center on aging. The computer houses teaching aids, films, and books on aging for teacher use in grades K-12.

At the project conclusion, several major factors will insure the continuation and expansion of the project:

(1) Two manuals of content and methodologies to integrate aging into the existing curriculum (K-5 and 6-12 grades) complete and ready for implementation.
(2) A cadre of 75 teachers trained in aging who have integrated aging content into their curriculum for at least one year.
(3) A resource center of instructional materials on aging will have been implemented.
(4) A slide/tape presentation to inform other schools of the project and its accomplishments and to serve as an orientation for other Local Education Agencies.

I. Statement of Problem To Be Solved

I. STATEMENT OF THE PROBLEM TO BE SOLVED

A. Problem to be Remedied

Why should content on aging be introduced in the schools? Why should students learn, or care, about growing older? Why expose students to older people, to wrinkles, gray hair and slow movements? What does aging have to do with education in kindergarten through twelfth grades?

Barring death, everyone is going to age, to grow old. What knowledge has prepared individuals for their own aging, or the aging of their relatives? Although myths and stereotypes of aging, negative images and attitudes are widespread, little factual information has been provided. In the American society which is youth oriented, knowledge about the process of aging is very limited. Population projections demand that immediate attention be given to aging and older people.

In the United States, 11 percent of today's population is over 65 years of age. An older population explosion has been underway for a number of years, and the elderly are not the fastest growing group in America. By the year 2020, the proportion of individuals over 65 years of age will constitute 14.6 percent of the population. When the figures are contrasted with the 4.1 percent of the population over 65 at the turn of the century, the phrase, "the graying of America," assumes new meaning. (Siegel, 1976) The population aged 60 years and over is projected to reach 41 million by the year 2000, an increase of 31 percent over the 1974 level. (Fowles, 1975) The statistics indicate that more of our population will be involved with the aged through family

relations or vocation as services for the aged continue to expand. Because the fastest growing group of older people is those over age 75, services and preparation for caring for individuals with chronic illnesses and disabilities will be increasing in demand.

Reflecting the statistical trend, there has been a proliferation of activities in the field of aging: books, research, university programs and scientific organizations focused on aging. The federal government as well as state governments have established units on aging to promulgate research and services. Gerontological knowledge has greatly increased due to the national attention and energies expended in recent years. Newspaper articles appear more frequently than ever before concerning various aspects of aging.*

The willingness of the United States to finance public education is indicative of the belief that with increased knowledge comes an enhanced ability to negotiate one's world and to make better decisions. Once a phenomenon is understood, it is easier to accept and to make necessary adjustments. From the current and projected population statistics, it is evident that growing numbers of Americans are confronting old age within their own lives and through the aging of family members. If education is to equip students to better understand and negotiate their world, should not aging content be an integral part of the educational curriculum? Only in recent years has research and scientific inquiry produced factual information on the aging process and on old age. Armed with knowledge, content on aging can now be included in the K-12 grade curriculum.

*See Appendix A

Traditionally the school system has taught the life cycle through adulthood. Students have learned about adolescence but what about senescence? The assumption underlying the curriculum is that growth, development and adjustments past adulthood are primarily static. If a person is prepared for life through the early 20's, that individual is prepared for the entirety of life. That assumption has been proven false. Growth, development and adjustments are dynamic, continuous throughout life, extending into old age. Students need to be prepared for aging as a normal stage of life. The negative myths and stereotypes about aging which have denominated American Society need to be dispelled.

Because aging is a normal, natural part of life, content on aging can be integrated into the existing curriculum. In physical education and health, students can be taught to plan for lifelong activities. The extreme importance of exercise and physical fitness throughout even old age needs to be taught. Science classes can instruct students in the physiological changes throughout life and the impact that those changes can have in old age. Such information will prepare students for their own aging and will prepare them to better understand the changes observed in their parents and relatives. In social studies, students can learn about legislation affecting older people. The students can be prepared for the impact the aged population is having, and will continue to exert on society. Courses in home economics can prepare students to constructively resolve intergenerational conflict, to adapt to changing needs in old age: in diet, clothing, cooking, housing and budgeting.

Humanities courses can impart an understanding of aging and older people as portrayed through literature of the ages. Myths and stereotypes and societal roles of the aged can be examined and critiqued.

Preparation for one of life's basic functions - aging, has a proper place within the educational system. To combat the negative attitudes, the fear of aging and of older people, factual content on the aging process must be interwoven into the curriculum. Just as students are taught budgeting before they assume full time employment, they should be taught aging as a normal life stage before they become old or have aged parents. A knowledge of the process of normal aging alleviates the fear and misinterpretation of the unknown. That knowledge is not currently in the general school curriculum.

B. Extent of the Problem

What do students know about aging? How do they feel about older people? How do they feel about their own aging? Nationwide, there have been a few studies designed to answer those questions. The results of these representative studies show a paucity of information and negative images of aging.

In the Washington, D.C., vicinity, 180 students, ranging in age from three to eleven, were asked about aging and the elderly. For the majority of the students, the only elderly individual they could name were grandparents. Descriptions of the elderly given by the students focused on physical characteristics. Their feelings about the elderly were ambivalent. Only 11 percent of the students had anything good to say about the prospect of growing old themselves. When shown pictures of individuals from different age groups, 58 percent of the youngsters said they liked the youngest man best. (Gaylin, 1977) Although the children had minimal contact with older people, they had already established negative images of the later years.

Francis Pratt (1977) asked his high school students to describe themselves between the ages of 60 and 70. Some students found it impossible to visualize themselves at that life stage. For those who completed the assignment, very stereotyped and negative images were revealed. Typical terms used to describe themselves were: "feeble", "arthritic", "crazy", "recluse", "old bag", and "senile". The results of the assignment convinced Mr. Pratt of the need for content on aging in school curriculum.

It was obvious that students were not receiving accurate information on aging through either the educational system or their life experiences outside of the classroom.

An authority on education and aging, H. Lee Jacobs (1974) commented on the poor conception, fragmentation and lack of coordination characteristic of education on aging in the United States. "While a considerable number of individual school systems have, in recent years, introduced some emphasis on education for aging below the adult level, no generally recognized pattern for elementary and secondary school systems has emerged." The need is present, but a viable, systematic approach is lacking.

In Louisiana, the need for aging content in the school curriculum is evident. A questionnaire was given to a total of forty-seven students in a science and a home economics class in October of 1980.* The high school students were in a parish adjacent to East Baton Rouge. Following the pattern revealed in the surveys previously cited, the students' response indicated very negative attitudes toward aging. Factual knowledge of the aging process was definitely lacking. When asked to list five words or sentences describing an older person, only 23 percent of the students listed anything positive. Therefore, 77 percent of the students had only negative descriptions such as, "wrinkles, feeble, grouchy, slow, sick, and crippled". Of the total number of responses, a mere 11 percent were positive. The students' images of older people were distorted and showed a lack of accurate information. Another question asked the students to describe themselves at age seventy. Of the total number of responses, 19 percent were positive.

*See Appendix B for a summary.

The negative responses were similar to the negative descriptions of older people. When asked to describe themselves at age ninety, several students were unable to imagine themselves at that age. Many others said they expected to be dead by then. Both sets of responses, positive and negative, to each question, indicated a distorted perception of old age. Content on aging, factual information about growing older, is not reaching these students through the school system or through societal or familial spheres of influence.

Within East Baton Rouge Parish, the aging content in K-12 curriculum is minimal. A review of textbooks revealed virtually no content on aging. During planning meetings with teachers and supervisors, they expressed the need for inservice education in aging prior to teaching aging content. Less than five of the representative group had any information on aging in their classroom curriculum. Of the ones who were teaching aging, they requested assistance in discovering resources. Their willingness to integrate more aging content into curriculum was stymied by their lack of knowledge in aging. Teachers have not had information on aging; it was not taught when they were in college.

The integenerational conference conducted in 1978 by the East Baton Rouge Parish School Board was deemed a success by all who attended.* The need for more intergenerational interaction and its educational significance was documented by post conference evaluations. A sample of responses follow.

*See Appendix C for conference agenda, evaluation, newspaper articles.

By youth: "Super! I learned a great deal about youth and the aged."

"I feel as if there should be more Youth Conferences with Older Americans. This has been most educational."

". . . I wish that I could present some of my learned knowledge with my peers . . . possibly at school."

"I feel that this conference was educational for me. I learned a great deal about the elderly that I did not know."

"I learned a lot about aging and found it was not as bad as it seemed."

By older people:

"Please try to do this again in the near future."

"Young people are O.K. They want to know more about us. We older people should try and understand them better. We want more of these meetings. In this meeting today, we have learned about each other."

"The discussions were both inspiring and informational. The members of the group were all seemingly quite interested in the problems. Some indicated a better understanding and appreciation of the problems of teenagers and older Americans."

Numerous recommendations were generated by the conference. The repetition of the intergenerational conference and of opportunity for interaction in other settings were highly recommended

by numerous conference groups. There were also a number of recommendations concerning curriculum. "The School Board should continue to examine ways to bring the developmental process of aging into the curriculum." That statement summarizes the intent of those remarks. Both students and older people were adamant about the need for aging content in school curriculum.

When local consultants in aging were contacted, they provided additional information about the need for this project. In their work with nursing homes, the need for nurses and aides who are knowledgeable in aging is apparent. Many aides are high school graduates who could be better prepared for employment by exposure to aging content in their classes. In short term training programs the participants -- older people, family members with aged relatives, clergy and service agency personnel -- are eager for information on aging. Not only are the participants desirous of knowledge on aging, but they are also convinced of the need for information on aging to be taught in school, to prepare students for the totality of life. Participants often ask the same question, "What is being done to teach aging in schools?" "Why didn't our formal education prepare us for our own aging and the aging of our parents?" The community is aware of the need to teach youth about aging as a normal life stage.

The lack of knowledge of aging was demonstrated recently when a total of 129 students in three East Baton Rouge Parish Schools responded to a questionnaire.* Forty elementary, fifty-one middle school and thirty-eight high school students representing six different grade levels returned questionnaires for analysis.

Similar to findings by other researchers, the students' responses indicate they know very little about aging, have accepted myths as facts, and have given very little, if any, thought to their own aging.

When asked to list five words or phrases to describe an old person, a total of 507 descriptors was given. Negative words or phrases accounted for 70.2 percent of the responses, while positive words completed the remaining 29.8 percent.

Other questions asked the students to describe themselves at age seventy and at age ninety. Many students at all grade levels could not begin to think of themselves as ever being old. A majority of those students who responded to the question described themselves as "wrinkled, senile, unhappy, 'old', and in bed." Several students said, "I don't want to think about ever getting old." Thus, indicating that neither school, family, nor society is reaching the youth of today with facts about who they will be tomorrow. The need for integrating aging content into the curricula of East Baton Rouge Parish Schools is obvious.

*See Appendix D for a summary.

C. Cause of the Problem

The factors which have contributed to the magnitude of this problem include the following:

°Increased mobility has dissolved many family units so that multigenerational family units are rare, thus youth do not have older family members to identify with;

°Social programs have been expanded to provide help for the aged, but they also create negative stereotypes in the minds of many;

°Media does little positive to create a good image of the aged, rather the projected image is usually negative;

°Advertising bombards us with ads for products to prevent the rages of aging;

°The portrayal of older people in children's literature is not positive;

°Little information on aging exists in any of the school curricula.

D. The Source of the Problem

With increased mobility within society and rapid technological advances, family composition and roles have changed in the United States. Interaction among several generations has decreased. Children no longer automatically grow up around grandparents and older extended family members (Gaylin, 1977). Role models of aging for youngsters may be nonexistent or limited to one or two individuals. The tremendous diversity in patterns of aging and in characteristics of older people may be missed by today's youth.

While age classification is often beneficial and useful, it may also create problems. With national attention focused on the problems of the aged, needed services and benefits were developed. Medicare, Medicaid, senior centers, retirement centers, nutrition programs, and homemaker services are examples of the myriad or programs initiated. Although the collective effect of those programs has been an improvement in the overall well-being of the aged, those developments have had two negative effects: reinforcement of negative stereotypes of the elderly and age segregation.

In order to justify the need for programs and housing, the plight of the elderly had to be documented. The process of justifying needed services and programs can lead to an overstatement of dramatization of the situation. That process can also leave the public with the impression that all older people have the same needs as does the group targeted for special assistance. Thus the public begins to assume that ill health, poverty, poor nutrition and inadequate housing are associated with growing old -- except, of course, for their parents.

The development of programs for senior citizens has resulted in some further age segregation. While the special needs of older people may be better met through such services, the services only for older people tend to separate them from other segments of the population. In spite of some of the advantages of age segregation, it serves to single out the elderly as different from other people. It sets them apart from the mainstream of community life. Old age may seem a period of life separated from other life stages, a stage discontinuous with the others, set apart, to be avoided and denied. Services are provided, not, on the basis of human need, but because people are old.

If children are growing up with few, or no, personal relationships with older people, how do they learn about aging? Society teaches concepts of aging through axioms like, "You can't teach an old dog new tricks." The image of the "dirty old man" has made more than one nursing home aide tearful of anything but strictly perfunctory touching in her job performance. Jokes about the sexuality of older people seem infinitesimal in number. The horror is the countless number of middle aged people who accept them as based on facts. Voice tones, mannerisms, and instructions given to children regarding behavior around grandparents are subtle ways families teach children about old age. Treating senior family members like children is neither a very factual nor positive assessment of old age.

In the community, individuals to whom people turn for help, doctors and clergy, have had little, if any, education in aging. They believe some of the same myths and stereotypes as the general

population. Consequently, when the public turns to them for information, they may be told, "You can expect that as part of growing old." Understanding and knowledge about the process of aging are severely limited even among respected members of the professional community.

Media presentations have not portrayed the "golden years" as a time to anticipate. Television skits by Johnny Carson and Carol Burnett reinforced the negative stereotypes of older people. A ten-year study of situation comedies and dramas found that the image of America's elderly is being grossly distorted by prime-time television. "At a time when older people comprise an increasing percentage of the U. S. population, their TV ranks are approaching the vanishing point." Their few appearances in television programs almost invariably portray them in negative ways. (Newsweek, 1979) The ads which bombard Americans urge consumers to hide signs of aging by coloring gray hair, camouflaging wrinkles, and dying "age spots". The message is clear: to be old is bad, unacceptable. In a youth-oriented culture all signs of aging, of maturity past young adulthood, must be hidden or denied. With few exceptions, older people have not been regarded with respect in this country. The prevailing philosophy is that when something is old, it is useless, inferior to a new item, and ready to be discarded. Retired people have traditionally been viewed as nonproductive. The messages about older people and aging conveyed by the media and societal practices make a strong statement. In a report on aging conducted by Lou Harris, a major conclusion was that in spite of the very real problems of the elderly, "the biggest

problem may be the public's attitude toward them." (Moore, 1975) The report concluded that closing the image gap by realizing that the elderly have similar energies, interests, concerns, and capabilities as other segments of the population, is the way to offer long term assistance for everyone -- young and old. How can children learn the realities about aging and interacting with the elderly when societal messages are so strongly negative?

One way children learn about their world is through books written for their age group. Unfortunately, children's books fare no better than other societal communications when views of aging and older people are analyzed. "Young readers of children's literature are exposed to harmful images of old people leading dreadfully dull lives of little consequence." (Barnum, 1978) That statement summarized the results of Phyllis Barnum's analysis of 100 children's books. Even when children and grandparents were shown engaging in pleasurable activities, the older people were always stereotyped. In the books, children rarely spend a pleasant time with older people who are not related. The subtle message is that while older relatives may be pleasant to be around, other older people are different and conform to the negative stereotypes pervaded the literature. Another analysis of 656 children's books agreed with Barnum's conclusion.

> "There is a long way to go before older people appear naturally and realistically in children's literature, with the great variety of characteristics they actually display. For the most part . . . oldsters are not portrayed in children's books as flesh-and-blood characters.

They don't solve problems (though they sometimes cause them). They don't exert themselves physically. They don't exhibit self-sufficiency. They are almost always portrayed as nurturing or subservient.

With over 14 percent of the population over 60, and with that proportion likely to reach 20 percent by the turn of the century, it behooves parents, educators, and writers of children's literature to present old people in their true, multicolored lights." (Wexler, 1978)

In the classroom, content on aging is extremely limited. Textbooks rarely contain information on aging, information usually stops at adulthood. Although gerontology, the study of aging, has been a growing discipline for several decades, only in the past five years has information on aging proliferated. The educational system, course offerings and texts, has been slow to incorporate the available information on aging. Because of the recent developments in aging knowledge and its dissemination, few teachers have had content on aging. Courses on aging were not offered when today's teachers were in college, even now there are virtually no graduate courses on aging offered in Louisiana.

A concerted effort is needed to teach, to inform people about aging and older people. Never before has the United States had as many older people. Never before has the population of elderly been as healthy and active. Never before have so many aged individuals lived for years with chronic illnesses and disabilities. Today's generation of older people is extremely

diverse. There are no role models for families faced with two generations of retirees in an economy where a majority of both husbands and wives work outside of the home. The knowledge that has been acquired about normal aspects of aging and about making life more manageable for aged people with handicaps or chronic illnesses must be disseminated. Individuals must be taught to live with increasing numbers of older people and to prepare for their own aging.

An understanding of aging has not been passed down through familial tradition; it has not been passed down by society. To keep abreast of the knowledge explosion in the field of aging and to keep informed about the changing roles of older people requires continual study. What better time is there to begin preparing for old age and interaction with older people than in one's youth? What better way is there to impart information to foster learning, than through the school system? To combat and correct the negative myths and stereotypes of aging and of older people and to provide factual information, aging content must be integrated into the school curriculum.

E. Related Services and Activities

Related Services to the aging program proposed herein have been minimal in past years. Nevertheless, the Local Education Agency has implemented activities related to this area which are discussed in more detail in succeeding paragraphs.

A Youth Conference on Older Americans was held October 20, 1978, at the Instructional Resource Center of the East Baton Rouge Parish School Board. The instructional department of the East Baton Rouge Parish School Board was involved in the conference; instructional supervisors and staff members participated on the planning committee.* The Local Education Agency supported this conference except for donated funds from the Kiwanis Club.

Other sponsoring community agencies were:

Louisiana Retired Teachers Association

"Educators of Yesteryear"

Capitol Area Agency on Aging-District II

East Baton Rouge Council on Aging

Mayor's Council on Youth Opportunity

Baton Rouge District PTA

There is no curriculum guide in the area of aging and a paucity of aging content in existing curriculum guides and textbooks provided through general (local) funds. There have been very few, if any, other than the intergenerational conference, services and activities in the past three years on "youth and aging". Every product developed in this project will be in addition to curriculum guides and textbooks provided through the general fund.

*See Appendix E for planning committee.

In ensuing years, general fund will assume the responsibility of the dissemination of the curriculum materials developed during the project, the continued use and updating of the resource library and the continuation of the program through a cadre of trained teachers and an inservice education program.

II. Planning

II. PLANNING

A. Review of the Literature

The design and development of this project has been guided not only by parish participation in planning and needs assessment, but also by documentation from projects in other states. There can be no question about the need for aging content in the school curriculum. Young people need opportunities to interact with older people. Educators are beginning to acknowledge the appropriateness and importance of aging in relation to K-12 grade curriculum. Although efforts are in embryonic stages, nationwide, there are projects documenting the needs and introducing aging content into the curriculum.

In addition to the attitudinal research previously reviewed in Section I B, other studies have demonstrated the need for youth to be educated about older people and aging. Negative attitudes toward a basic life function, aging, and toward older people are imparted early in life. A study of preschool children, three to five years of age, concluded that the children have relatively negative perceptions of the elderly and that these perceptions change, but do not become more positive as children grow older. (Click and Powell, 1976) Children between the ages of 3 and 11 were asked how they felt about growing old, what they knew of older people and how they interacted with older people. Results indicated that children at all age levels had limited knowledge of old people. Generally descriptions of the elderly were negative and stereotypical: Old people are "sick, tired and ugly," they can't do anything but "sit and rock . . . or be pushed in

wheelchairs." (Seefeldt, et. al., 1977) The majority of the children expressed horror and disgust when asked how they felt about growing older themselves. Aging is not viewed as a normal, acceptable stage of life. The negative attitudes begin very early. Hickey and Kalish (1968) also found negative attitudes in children. Their hypothesis, that the older the adults the less pleasant will be the image of them held by the children, was confirmed by third graders and older children. With virtually no content on aging in the school curriculum, the negative attitudes and stereotypes go unchallenged. Children are left to fear and dread their own old age. "Although schools cannot be expected to solve all of the ills of society, they can and must provide children with curriculum experiences designed to negate the formation of negative attitudes toward the elderly." (Seefeldt, et.a., 1977, Using Pict.)

Other research studies have documented similar attitudes among high school students. One of the earliest attitudinal studies by Lorge, Tuckman, and Abrams (1954, included 533 high school students. That study found that by the time the children have reached the age of 12 or 13 they have negative attitudes toward aging. Kastenbaum and Durkee (1964) showed that the adolescent has little regard for the elderly and blocks them out because of an intensive orientation to the present. Negativism pervades attitudes toward aging and older people. The educational system does not alter the perceptions; accurate information on aging is not presented along with information on adolescence and young adulthood.

Schools should begin to impart accurate information on aging and the aged. The negativism and stereotypes must be corrected.

> "Khanand Weiss (1973 states, 'Education cannot afford the luxury of having its most important affective outcomes occur as accidents or unintended effects of the curriculum in general.' The identification of children's attitudes toward aging and the elderly is the first step in planning attitudes toward the old. With this understanding, schools can avoid children's negative attitudes and can see to it that an important outcome of education, that of challenging stereotypic thinking, is obtained."
>
> (Seefeld, et.al., 1977, Using Pict.)

In recent years, some schools have implemented intergenerations contacts among students and older people in order to improve the quality of education by dispelling myths and stereotypes about aging. The programs have been structured in various ways to meet different specific objectives. An overview of representative programs will be given.

Teaching-Learning Community Project: In Ann Arbor, Michigan, this project has involved elderly persons in a variety of capabilities to the schools. The goal is "to establish laboratory settings in the school or program, using senior citizens as support teams to foster children's skills in creative, constructive, and critical thinking." (Mehta, 1976) The success of the participa-

tion of older adults with children in school has been recorded by program reports. Measurements of responses of participating children in the areas of knowing, feeling, and acting indicate a 98 percent response.

Nursing Home Visitation: Fifteen residents of the Hebrew Home for the Aged in New York City volunteered to participate with youngsters from the Henry Ittleson Center for Child Research in an arts and crafts experience set up in the home's art center. All of the children had been diagnosed as having emotional problems. Results of the experience indicate that it was a mutually rewarding one. The residents' contact with the children led to a feeling of being needed; as a result the self-esteem of these elderly persons was significantly improved. The children similarly increased their feelings of self-worth. (Streitfeld, 1976)

Adopted Grandparents Program: This program developed at the P. K. Yonge Laboratory School at the University of Florida provided opportunities for 6, 7, and 8-year-old children to visit residents of a nursing home on a regularly weekly basis. Each of the children "adopted a grandparent." In addition to the regular visiting sessions, the children wrote letters to their adopted grandparents, planned parties for them, and engaged them in arts and crafts and music activities. A study to assess the effects of the program on the children found more frequent attitude changes in a positive direction toward elderly persons among participating children compared to a control group. (Whitley, et.al., 1976)

Source: Elderly persons from a group called SOURCE (Seniors Offering Useful Resources for Children's Education) were used as

resources in a school project developed in Edmonds, Washington. Teachers' request for assistance were matched with a list of SOURCE members skills, hobbies, and interests in working with young children. Teachers found that the elderly brought warmth, patience and affection to the classroom while generally providing children with a reassuring grandparent image which was otherwise missing for many children. (Stratchan, 1973)

Alternating Visitors: In Milwaukee, Wisconsin, an intergenerational program was implemented at the Family Hospital Day Care Center and the Family Hospital Nursing Home. Small groups of children make biweekly visits to foster grandparents in the nursing home. On alternate weeks, the grandparents visit the day care center where they participate in whatever activity is planned for the day. The purpose of the program is "to communicate understanding, support, and encouragement between the ages." (Mitchell & Schachel, 1979)

STEP: Nine individuals over 60 years of age and 25 seventh graders were involved in the STEP (Senior Citizen Tutoring Program) Project in Redding, Connecticut, at the John Reed Middle School. Based upon the success of the project, it was expanded to middle schools in two nearby towns. After a training program for the older participants, children with special learning problems were paired with the senior citizens for individual tutoring. The project documented the ability of senior citizens to work very effectively with problem learners. Both the children and the older people benefited. (Morgan, 1976)

The diversity of these programs vividly illustrates the numerous, beneficial ways that older people can be used to improve the educational experiences of school students. Attitudes can be changed. To introduce aging and older people to students in grades K-12 is not only needed and appropriate, but it also has been successfully accomplished in schools scattered throughout the nation. Older people want to give of themselves, of their skills and knowledge. Doyle (1976) believes that one obvious beneficiary of this "hidden treasure" of wisdom and willingness to be involved should be the schools.

> "Involvement between the generations has great potential for teaching more than skills. One outcome is that children learn a sense of time and an understanding of history. Surprisingly, senior citizens participating in some scattered secondary school programs throughout the country are being accepted as part of the adolescent peer group, a group that has historically tended toward psychological emancipation from its elders." (Doyle, 1976)

One way to compensate for the inaccurate information and the exaggerated negativism toward aging and the elderly imparted by society and for the lack of information on aging in school texts is to structure intergenerational contacts to foster learning.

Some schools have gone further than establishing intergenerational contacts. Their belief in the need for and the appropriateness of aging content in the school curriculum has stimulated a number of diversified curriculum development projects. A list of curriculum resources, guides that have been developed,

and education projects is in Appendix F.* Summaries of selected curriculum development projects will be discussed in this section.

Teaching and Learning About Aging: In the Acton-Boxborough Regional School District in Massachusetts, a three-year project was initiated in July, 1979. The purpose of the project is to involve teachers, students and the local community in a process of increasing awareness and understanding of aging and age-related issues. Major project components are inservice training for twelve K-12 grade teachers, curriculum development, implementation of curriculum, and expansion of the project scope to include additional teachers. The project intends to impart content to students and to impact their attitudes toward aging in a positive way. Opportunities for intergenerational contact are to be planned as part of the curriculum. A resource center for teachers will be established by the end of this project. (Pratt, 1977)

Project CLASP: Children Learning About Aging in a Structured Program, (CLASP) is designed to present students with an understanding and positive attitudes toward aging. It is being implemented in the public schools of Rockland, Massachusetts. Staff training and the implementation of a K-8 curriculum on aging are major project activities. (Pini)

Instruction on Aging: As part of a project to assist teachers in the development of curricula on aging, the California State Department of Education printed a Handbook for Instruction on Aging. The initial motivation of the project resulted from (1)

*See Appendix F.

a review of demographic studies showing the rapid increase in the numbers of elderly whose needs and concerns warrant attention; and (2) work with older adults and research that clearly demonstrate a need for cross-generational communication. The purpose of this project is to prepare teachers to integrate concepts of aging into ongoing lesson plans at the elementary and secondary levels. The handbook addresses five content areas and suggests content area goals, elected concepts, and objectives for K-6 or 7-12 grade students, for each content area. (Riles, 1978)

Youth/Aging Project: Integrating aging into the secondary curriculum of the Catholic High Schools of San Francisco is the purpose of this project. It has been implemented in 1971 and 1978. Involving six class sessions and a number of activities and approaches, the program aims at increasing students awareness and improving student attitudes toward aging and the aged. (Greet, 1980)

P.O.P.: The P.O.P. (Positive Perceptions of Older Persons Program) is "an integrated program consisting of cognitive information, correlated affective learning strategies, role playing, decision making and simulation exercises designed to provide new balance, new approaches, and dynamism to an increasingly important social issue in America." (Lee, 1978) The program concentrates on creating a holistic approach to understanding growth and development. It is suggested that the health coordinator should coordinate the curriculum writing (K-12) and provide guidance about existing research on aging. Sample activities have been described. The program originated in Portland, Oregon.

These five projects illustrate several viable approaches to including aging content in the school curriculum. Each project has distinct characteristics as well as some similarities to the others. In planning the project for East Baton Rouge Parish, the existing projects were reviewed and analyzed along with comments and recommendations of the professional community as recorded in leading journals.

Among the journals, two major themes emerged pertinent to methodology. One was the advocacy of integrating aging into the existing curriculum rather than adding a unit on aging. "This (integrating information and concepts on aging into existing curricula) approach appeared to be more readily accepted by the teachers than the suggestion that they add a 'unit' on aging to their courses." (Atwood, 1975) Many teachers have become weary of the insistence of special interest groups that additional units on particular topics be added to an already crowded curricula.

> "It is quite possible to teach about aging in the established curricula, in an incidental manner. Such teaching can go on in almost any of the subject matter areas. It is important though, that one not confuse 'incidental' with 'accidental'. Careful planning is required." (Atwood, 1975)

The integration of aging into the curriculum can be accomplished by a variety of activities: (1) provision for contact with aged persons, (2) a study of the later stages of the family life cycle, (3) readings which reflect current findings about the aged in America, and (4) analysis of attitudes toward the aged among students within a class. The rationale for such activities is

that problems of aging can best be met by training in the early and middle years and that this training is only one part of the lifelong learning experience. (Lane, 1964)

The second major theme, also reflected in the projects summarized above, is the importance of training teachers and of supplying teachers with resources in aging. Inservice education for teachers prior to any curricular implementation is stressed by Jones et.al. (1975). Teachers must be knowledgeable about aging and the use of curriculum guides or learning activities before any integration of aging content into the curriculum can occur.

The proposed project builds upon the tested methodologies and the plans of other curricula in aging programs.

There are several aspects of the proposed project which bear some similarity to the projects previously described. An integral component of this project is the training for teachers through the graduate course on aging. Teachers are not expected to teach aging without first acquiring knowledge in that area themselves. Armed with knowledge, they will feel confident as they teach. Thus, the inservice component is one aspect of the project that is shared with other programs and based upon sound rationale.

Another similarity is the development of curriculum to integrate aging content into the existing curriculum. Although the unique aspect of this project activity will be discussed later, there are some shared components. Just as other schools developed their own curricula, so will the East Baton Rouge Parish School

System. To import a curriculum might be efficient but effectiveness would suffer. There are no existing handbooks or guides which encompass the scope of this project. In order to effectively integrate aging content into the existing curriculum, an extensive knowledge of the existing curriculum is presupposed. A curriculum developed elsewhere would not meet the needs of the school system in East Baton Rouge Parish. At best, extensive adaptations would have to be made. The involvement and full participation of local teachers in the planning and development of this project and of the curriculum manuals is a major factor in determining its success.

Two other aspects of the project are similar to the programs which were summarized. One is the establishment of a resource center to aid teachers in the development and implementation of content on aging. None currently exists in Louisiana. The other is the project's emphasis upon the integration of aging content into the existing curriculum rather than adding a new unit of study.

Instead of being a replication of other programs, the proposed project has several unique aspects designed to provide a more comprehensive and enduring impact.

1. Performance: The long-range project goal is the continual integration of aging content into the curriculum, a process that will not end with the special project appropriation.
2. Awareness: Instead of asking teachers to enroll in a course on aging when few have even considered aging, much less its applicability to their teaching areas,

an introduction to the subject will precede the solicitation of a commitment by teachers. An awareness of aging will be created via intergenerational conferences and short programs in school assemblies and organizational meetings. A period of exposure will be provided rather than having a new program suddenly thrust upon the teachers and students.

3. Comprehensiveness: Unlike the other projects, this program provides on-going consultation to teachers throughout the year. Through the graduate course on aging, consultation will be provided to assist with the development, implementation, and analysis of lesson plans. This project goes a step beyond that and extends consultation to teachers as they integrate aging into the curriculum throughout the school year following the inservice experience. The teachers are not let alone to test a new content area; back-up support and expertise is available.

4. Specificity: In contrast to the previously developed curriculum guides and handbooks, the manuals produced by this project will be more specific. Content areas, subject concepts, objectives, and specific instructions for learning activities will be listed for each grade level. By the end of the project period, a set of two manuals for grades K-12 will have been developed, tested, refined and finalized. While giving suggested learning activities and/or teaching objectives, none of the existing guides are as complete as will be the manuals developed by this project. With rare exception, the

other curriculum guides are for only a few grades, like 3-8 or 4-6. Some of the guides are prepared for special units to be added to the curriculum instead of integrating aging content throughout the existing curriculum. East Baton Rouge Parish needs a comprehensive, detailed guide to insure the integration of aging content beyond the grant period.

5. Scope: This project has a larger impact on faculty and students than indicated by any of the other projects. The intergenerational conferences and short programs for school assemblies and organizational meetings will affect a few hundred students and faculty members in addition to the students who will receive aging content as it is taught in the classroom. Instead of training only twelve teachers like the Massachusetts project, this project will involve twenty-five teachers in in-service education during the first year. That number will steadily increase as the project expands. The proposed project is broader in scope than any of the others.

6. Presentation: The slide/tape presentation to be developed about this project will be a means to share information with other schools interested in the project. The presentation will be a permanent record of the project which will be particularly useful should dissemination extend beyond East Baton Rouge Parish. Obviously, the presentation will be more graphic than the usual few

pages of project description. It will be a valuable resource in discussing the project with schools or community groups that were not directly or fully, involved as participants.

Although other states have initiated curriculum projects in grades K-12, none have been as comprehensive and thorough as the proposed program. It is possible to utilize the learning experiences of other programs to establish a unique program designed to be effective and permanent within East Baton Rouge Parish. There is no replication or duplication of other projects, but there is the application of other experiences and research to insure a broader, more far-reaching program.

REFERENCES

Atwood, H. M. (Ed.) Activities for Teaching About Aging: Primary and Inter-Grades. 1975. ERIC document Ed. 156 522, ERIC Document Reproduction Service, Arlington, Va.

Barnum, P. Stereotypes of Aging in Children's Books. U.S.A. Today. 107 (2403), (Dec. 1978): 13.

Click, E., & J. Powell. Preschool Children's Perceptions of the Aged. 1976. ERIC Document ED 149 849. ERIC Document Reproduction Service, Arlington, Va.

Doyle, J. R. Digging for Human Treasure. Educational Leadership: (1976): 26-30.

Fowles, Donald G. U. S. 60+ Population May Rise 31% to 41 Million by year 2000. Aging. 248-249, (June-July, 1975): 14-17.

Gaylin, J. A. Child's View of the Elderly. Psychology Today. (Jan. 1977): 22.

Geer, M. The Youth-Aging Project. Catholic Committee for the Aging of San Francisco. San Francisco, California, 1980.

Hickey, T., & R. Kalish. Young People's Perception of Adults. Journal of Gerontology. 23 (1968): 215-19.

Jacobs, H. Lee. Education for Aging in the Elementary and Secondary School System. In Stanley Grabowski and W. Dean Mason (Eds.) Learning About Aging. Washington, D. C.: Adult Education Association of the U.S.A., 1974, Chapter 5.

Jones, J., et. al. Curricular Considerations for the Elementary School. 1975. ERIC Document ED 163 349. ERIC Document Reproduction Service, Arlington, Va.

Kastenbaum, R., & Durkee, N. Young People View Old Age. In R. Kastenbaum (ed.) New Thoughts On Old Age. New York: Springer, 1964: 237-50.

Kahn, S. B., & Weiss, J. The Teaching of Affective Responses. In R. M. W. Travers (ed.), Second Handbook of Research on Teaching. Rand McNally, Chicago, 1973.

Lane, B. Attitudes of Youth Toward the Aged. Journal of Marriage and the Family. (May, 1964): 229-231.

Lee, K. J. P.O.P. - Positive Perception of Older Persons. Health Education. (May-June, 1978): 2-3.

Lorge, I., J. Tuckman, & A.R. Abrams. Attitudes of Junior and Senior High School Students Toward Aging. Annual Report of the New York Joint Legislative Committee on the Problems of Aging. (1954): 59-63.

Mehta, M. Charting the Grandperson Galaxy. Phi Delta Kappa, 58 (1976: 244-47.)

Mitchell, A., & C. Schachel. Journey in Time: A Foster Grandparent Program. Young Children. 34 (March, 1979): 30-32.

Moore, Pam. What We Expect and What It's Like. (Psychology Today. 9 (3) (August, 1975): 22-25.

Newsweek. Warped View of the Old Folks. 94 (November 12, 1979: 124.

Pratt, Francis E. Teaching About Aging. Boulder, Colorado: ERIC Clearinghouse for Social Studies/Social Science Education, and Social Science Education Consortium, 1977.

Pini, J. Project Clasp. Rockland Public Schools. Rockland, Maryland, n.d.

Riles, W., et. al. Handbook for Instruction on in California Public Schools. California State Department of Education. Sacramento, California, 1978.

Seefledt, C., et. al. Children's Attitudes Toward the Elderly: Educational Implications. Educational Psychology. 2 (1977): 301-10.

_____. Using Pictures to Explore Children's Attitudes Toward the Elderly. Gerontologist. 17 (December, 1977): 506-512.

Siegel, Jacob S., Demographic Aspects of Aging and the Older Population in the United States. Current Population Reports, Special Studies, Series P-23, No. 59, May, 1976. United States Department of Commerce, Bureau of the Census, U. S. Printing Office, Washington, D.C.: 9.

Strachan, M. P. Teachers Are Getting Much Needed Help and Children a New Image of Grandma and Grandpa. Instructor. 82 (1973): 175.

Streifeld, E. Young and Old Together. Social Policy. (1976): 100-102.

Wexler, Henrietta. Ageism in Children's Books. American Education. 14 (6) (July, 1978): 29.

Whitley, E., R. Duncan, P. McKenzie, & S. Sledjeski. From Time to Time: A Record of Young Children's Relationships with Aged. 1976 Research Monograph No. 17. ERIC Document ED 128 088. ERIC Document Reproduction Services, Arlington, Va.

III. Project Description

III. PROJECT DESCRIPTION

A. Project Overview

The goal of this project:

To strengthen the quality of education and to improve educational practices by giving students a knowledge and appreciation of aging as a normal life style through the integration of aging content into the existing curriculum in grades K-12 in East Baton Rouge Parish.

The chart on the next page is an overview of the three-year project, followed by the objectives for each of the three years.

THREE-YEAR ACTIVITIES
YOUTH AND AGING: CURRICULUM DEVELOPMENT PROJECT

1981-1982

- Four Intergenerational Conferences: (secondary level)

  200 students
  200 older persons
  40 teachers

- Ten School Assemblies & Organizational Meetings: (secondary level)

  400 participants

- Resource Library Set Up

- Two-day Workshop for 25 Teachers Before Course Begins

- Graduate Course (secondary level)

  25 teachers
  3,125 students (pilot test)

- First Draft of Curriculum Guide (secondary level)

- Ongoing:

  Advisory Council
  Dissemination
  Evaluation Processes

Students: 3,725 Teachers: 65 Adults: 200

1982-1983

- Implement Secondary Curriculum In Classroom:

  25 sec. teachers
  3,125 students

- Four Intergenerational Conferences (elementary level)

  200 students
  200 older persons
  40 teachers

- Ten School Assemblies and Organizational Meetings (elementary level)

  400 participants

- Two-day workshop for 25 teachers before Course begins

- Graduate Course (elementary level)

  25 teachers
  500 students (pilot test)

- First Draft of Curriculum Guide (elementary level)

- Ongoing:
  Expand Resource Library
  Advisory Council
  Dissemination
  Evaluation Processes
  Consultation with 50 teachers

Students: 4,255 Teachers: 90 Adults: 200

1983-1984

- Implement Secondary Curriculum In Classroom

  50 teachers
  6,250 students

- Implement Elementary Curriculum In Classroom

  25 teachers
  500 students

- Two Day Workshop: 25 Additional Secondary Teachers to Learn Aging Content

- One-day Workshop for 25 Additional Secondary Teachers (training by 25 teachers who have completed same)

- Workshop for Elementary Teachers who Will Revise Curriculum Guide

- Two Completed Curriculum Manuals K-1

- Expand Resource Library

- Ongoing:

  Advisory Council
  Dissemination
  Consultation with 75 teachers

Students: 6,750 Teachers: 75

TOTAL UNDUPLICATED PARTICIPANTS IN THREE-YEAR PROJECT

Students: 14,700 Teachers: 75 Adults: 400

FIRST YEAR OBJECTIVES:

1.1 By the end of the project year, June 30, 1982, 600 students (grades 6-12) in 42 middle, junior high, and senior high schools will have been introduced to aging concepts and aging as a normal life stage through a pilot program of intergenerational conferences and school assemblies as documented by program agendas and rosters of student participants.

1.2 By the end of the project year, June 30, 1982, twenty-five pilot teachers (grades 6-12) will demonstrate increases in knowledge of aging by registering gains from a pre-test (January, 1982) to a post-test (May, 1982).

1.3 By the end of the project year, June 30, 1982, Phase I of the implementation of a resource center on aging will have been completed as documented by evidence of the following Phase I components being in place and operational:

- a site for the Resource Center will be determined and the facility will be prepared for operation; resource materials for grades 6-12 will be purchased and accessioned;
- a catalog of resource materials will be produced and distributed to secondary schools and other interested persons; a system to check-out the resources will be prepared and the library will be operational;
- a final draft of a human resource direction of individuals with expertise in aging will be produced and distributed to secondary schools and other interested persons;
- 80% of the secondary teachers enrolled in the graduate course will use the available resources.

1.4 By the end of the project year, June 30, 1982, 80% of the pilot teachers (grades 6-12) will demonstrate a more positive attitude toward aging as documented by gains from a pre-to-post attitudinal survey.

1.5 By the end of the project year, June 30, 1982, Phase I of a curriculum manual for integrating aging content into the curriculum (6-12) will have been completed as documented by a copy on file in the project director's office containing the following Phase I components:

- °rationale
- °sample student units
- °student assessment instruments
- °minimum acceptable concepts to be measured by students
- °suggested teacher methodology for integrating material into subject areas.

SECOND YEAR OBJECTIVES:

2.1 By the end of the project year, June 30, 1983, at least 80% of 3,125 students (grades 6-12) exposed to the content on aging will demonstrate increases in knowledge of aging as documented by gains from pre-to-post tests.

2.2 By the end of the project year, June 30, 1983, at least 80% of 3,125 students (grades 6-12) exposed to content on aging will demonstrate a more positive attitude toward aging as documented by gains from pre-to-post attitudinal survey.

2.3 By the end of the project year, June 30, 1983, the curriculum manual for integrating content into the curriculum (grades 6-12) will have been pilot-tested, reviewed, and finalized based on feedback data from pilot-test students and teachers as documented by a copy on file in the project director's office which has been approved for system-wide use. The finalized components will include:

- °rationale
- °sample student units
- °student assessment instruments
- °minimum acceptable concepts to be measured by students
- °suggested teacher methodology for integrating material into subject areas.

2.4 By the end of the project year, June 30, 1983, Phase II of the implementation of a resource center on aging will have been completed as documented by evidence of the following components being in place and operational:

°resource materials for grades K-6 will be purchased and accessioned;

°the human resource director of individuals with expertise in aging will be completed and distributed to all elementary schools and other interested persons;

°80% of the 25 elementary teachers enrolled in the course will use the available resources;

°80% of the 25 secondary teachers field-testing the curriculum manual will use the available resources.

2.5 By the end of the project year, June 30, 1983, 600 students (grades K-6) in 86 elementary schools will have been introduced to aging concepts and aging as a normal life stage through a pilot program of intergenerational conferences and school assemblies as documented by program agendas and rosters of student participants.

2.6 By the end of the project year, June 30, 1983, twenty-five elementary pilot teachers (grades K-6) will demonstrate increases in knowledge of aging by registering gains from a pre-test (January, 1983) to a post-test (May, 1983).

2.7 By the end of the project year, June 30, 1983, twenty-five elementary pilot teachers (grades K-6) will demonstrate a more positive attitude toward aging as documented by gains from a pre-to-post test.

2.8 By the end of the project year, June 30, 1983, Phase I of a curriculum manual for integrating aging content into the curriculum (K-5) will have been completed as documented by a copy on file in the project director's office containing the following components:

- rationale
- sample student units
- student assessment instruments
- minimum acceptable concepts to be measured by students
- suggested teacher methodology for integrating material into subject areas.

THIRD YEAR OBJECTIVES:

3.1 By the end of the project year, June 30, 1984, Phase III of the implementation of a resource center on aging will have been completed as documented by evidence of the following Phase III components being in place and operational:

- °additional resource materials will be purchased and accessioned;
- °a complete K-12 catalog will be printed and distributed upon request;
- °80% of the 75 trained teachers will use the resource center.

3.2 By the end of the project year, June 30, 1984, the curriculum manual for integrating content into the curriculum (K-5) will have been pilot-tested, revised, and finalized based on feedback data from pilot-tested students and teachers as documented by a copy on file in the project director's office which has been approved for system-wide use. The finalized components will include:

- °rationale
- °sample student units
- °student assessment instruments
- °minimum acceptable concepts to be measured by students
- °suggested teacher methodology for integrating material into subject areas.

3.3 By the end of the project year, June 30, 1984, at least 80% of the 500 elementary students (grades K-6) exposed to content on aging will demonstrate an increase in knowledge as documented by gains from pre- to post-tests.

3.4 By the end of the project year, June 30, 1984, at least 80% of the 500 elementary students (grades K-6) exposed to content on

the aging will demonstrate a more positive attitude toward aging as documented by gains from pre- to post-attitudinal survey.

3.5 By the end of the project year, June 30, 1984, at least 80% of the 6,250 students (grades 6-12) exposed to content on the aging will demonstrate an increase in knowledge on aging as documented by gains from pre- to post-tests.

3.6 By the end of the project year, June 30, 1984, at least 80% of the 6,250 students (grades 6-12) exposed to content on the aging will demonstrate a more positive attitude toward aging as documented by gains from a pre- to post-attitudinal survey.

3.7 By the end of the prcject year 1983-84, a package to enable other LEA's to replicate the program will have been finalized.

2. GENERAL CONTENT

(a) Techniques and Methodologies

The lack of aging content in K-12 curriculum is a problem because the existing curriculum does not prepare students for one of life's basic functions - aging. With the percentage of older people constituting the fastest growing segment of the United States' population, it is imperative that students be equipped to live and work with older people. No less urgent is the need to prepare students to successfully adjust to their own aging. Life does not remain static once adulthood is achieved in spite of the implications given by the current textbooks. The integration of aging into K-12 curriculum is proposed over a three (3) year period assisted by funds requested under ESEA, Title IV, Part C, beginning the 1981-82 school year.

The goal of this project, the integration of aging content into the existing curriculum in grades K-12, will strengthen the quality of education and improve educational practice in East Baton Rouge Parish by giving students a knowledge of aging as a normal life stage. The proposed project is designed to give students factual information about aging, particularly the impact that the aging process has upon daily living. By giving information on positive aspects of aging, by fostering inter-generational contacts--youth and senior citizens--and by dispelling myths and negative stereotypes of aging, the project will create more positive student attitudes toward aging. There are several techniques which will be utilized to achieve the project goal. Some products and resources will remain after the

three project years; thus the impact upon education will be perpetuated past the grant period.

Eight intergenerational conferences will be conducted during the fall semesters of 1981 and 1982 in order to generate among teachers and students an awareness of aging. Each conference will have fifty students, fifty older people, and ten teachers as participants. The conferences, patterned after the one held in 1978*, will foster dialogue between students and older people while demonstrating to teachers one method of using older people to impart an understanding of aging. Aging and its relevance to students will gain visibility through the planning and implementation of these conferences.

To broaden the sphere of impact, twenty short programs on aging will be presented at school assemblies and for school organizational meetings during the fall semesters of 1981 and 1982. The short programs will be initiated through communications and contacts with principals, student organizations simultaneously with the intergenerational conferences. While giving content, the programs will also stimulate student and faculty interest in aging. This process is preliminary to the integration of aging content into classroom curriculum by individual teachers. Before teachers can acknowledge a need for aging content sufficient to precipitate their enrolling in a course on aging, exposure to information is vital.

A graduate course, "Aging: Integrating Content Into the Curriculum",* for three hours credit, will be taught in the spring semester of 1982 and 1983. Twenty-five teachers will

*See Appendix D.
*See Appendix H for Syllabus.

be selected to enroll in the course each time it is offered. Secondary teachers will participate in Spring, 1982, and elementary teachers will participate in Spring, 1983. The enrollment is limited to a number which will be manageable in regard to individualized instruction and consultation. Following the intergenerational conferences and school organizations, programs, and assemblies, it is anticipated that more than twenty-five teachers per course will desire to enroll. During the planning of the proposal, several teachers have indicated their desire to participate in the course. In their opinion, more than twenty-five teachers per course will desire to enroll. During the planning of this proposal, several teachers have indicated their desire to participate in the course. In their opinion, more than twenty-five teachers will apply to take the course on aging each semester it is offered. The participants will be selected by the project director, Superintendent of the Diocese of Baton Rouge, Director of Secondary Schools, and instructional supervisors. Four criterion will be used as the basis of selection:

1. There will be five teachers from each of the subject areas: Humanities, science, social studies, physical education and health, and home economics.
2. In the first project year there will be teachers from five public senior high schools, one nonpublic senior high school, one junior high school and two middle schools.
3. Three teachers from different disciplines will be selected per school except for the parochial school, and one public school, which will send two teachers each.

4. These traits in teachers will be considered: leadership, creativity, interest in aging, writing skills, flexibility and thoroughness in assignments.

Because the aging process pervades and affects all aspects of life, teachers from several disciplines will be involved in curriculum development and implementation. Aging is more than biological or health changes, it impacts social and familial relationships, it is experienced through economics and legislation. Literary portrayals of aging have influenced societal expectations and attitudes. Aging has a definite place in the humanities. To make the maximum feasible impact in three years, teachers from multi-subject areas and all grades, K-12, will be included in this project.

Three teachers per school will be selected to participate in the course in order to provide an automatic support group on a daily basis. Instead of only one teacher in a school with knowledge on aging and curriculum strategies for integrating aging content, there will be three teachers (except for one public and one nonpublic school which will have only two teachers each).

The importance of this methodology will be more evident in the second project year when teachers begin fully implementing the curriculum strategies developed during the graduate course. Teachers will then have colleagues within their schools with whom they can immediately share ideas, successes and failures. The teachers can encourage each other. With three teachers per school the travel costs will be less than if each teacher were in a different school throughout the parish. This methodology

will also permit more efficient use of the project director's time.

The course, "Aging: Integrating Content Into the Curriculum," will have several distinct features. In order to establish group cohesiveness and rapport with instructors, and to provide a thorough introduction to aging, a Friday-Saturday workshop will initiate the course. The experience of professional trainers has shown that it takes a couple of days for individuals to feel comfortable with each other and to be prepared to digest and apply content on aging. In a two-day workshop, teachers could work through their personal feelings about aging and become free enough with each other to begin sharing ideas and asking questions. A two-day concentration in aging will accelerate the process of penetrating fears about aging and create an environment conducive to learning. The workshop will introduce participants and instructors; explain course objectives and methodologies; examine myths and stereotypes of aging, statistical information on aging; manpower opportunities in aging services; and introduce sensory changes with aging.

The remainder of the graduate course will be taught on Tuesdays from 6:30 p.m. to 9:30 p.m. As suggested by the title, "Aging: Integrating Content Into the Curriculum," the course will focus on giving teachers sufficient knowledge on aging to allow them to develop strategies for integrating aging into the classes they teach. The outcome of the course will be teachers who are knowledgeable in aging and who have plans for integrating aging content into existing curriculum. The major content areas to be covered in the course are:

biological changes with age;

sociological changes with age;

psychological changes with age;

economics of aging;

governmental responses to the aged;

death and dying;

loss and bereavement;

integrating aging content into curriculum--plan strategies;

implementation and evaluation of aging content on a pilot basis;

designing strategies for integrating aging content into the curriculum for the next school year.

One of the most distinct features of the course will be its emphasis upon curriculum application. Class sessions will be utilized to assist teachers in developing lesson plans and strategies for integrating aging into the curriculum. During the semester of the course, teachers will implement and evaluate some of their plans, in essence, a pilot test. Course instructors will provide individualized assistance in the graduate course and will provide at least one hour of classroom consultation per teacher during the semester. Teacher and pupil feedback will be used to revise curriculum application and design plans for integrating aging into the curriculum throughout the successive school year. Teachers will not be expected to apply aging content to existing curriculum without being given content, guidance and encouragement. The course will assist teachers in locating the resources to execute their plans. At the end of the semester, the teachers whose post-test scores and classroom participation indicate a lack of understanding of content and ability

to integrate aging content into curriculum will have follow-up assistance through additional consultation provided during the second year.

Two curriculum manuals, one for grades 6-12 and one for grades K-5, will be developed and utilized to integrate aging content into the curriculum. While the manuals are products of this project, they are also essential components of methodology. Teachers will use the manuals to guide them in presenting aging to their students. The manuals will be developed from the lesson plans, strategies, and pupil and teacher feedback from the graduate course and the year of implementation described in the proceding paragraph. The completed manuals will represent plans that have been pilot tested, revised, implemented, and finalized. Once manuals are developed, the integration of aging content into curriculum can be accelerated and perpetuated. The manuals will be a key technique in teaching aging in an increasing number of classes. After the third year of the project, the manuals will be particularly important in continuing the integration of aging content into K-12 curriculum.

To augment the development and implementation of lesson plans, integrating aging into the curriculum, a resource center will be established. The center will contain audio-visuals, books, pamphlets and brochures on services and programs related to aging, and a director of individuals with expertise in aging. Teachers will be encouraged to utilize the center for their own learning and for their classroom instruction.

The activities and time frames for this project have been carefully planned so that activities progressively build upon

each other and are phased in to impact increasing numbers of students. Project activities will occur in two overlapping cycles. During the first project year, students and teachers in grades 6-12 in high schools, junior high and middle schools, will be affected. In the second project year, more students in these grades will be exposed to aging content throughout the school year. The intergenerational conferences, school assemblies and organizational meetings, and the course, "Aging: Integrating Content Into Curriculum," will be implemented for grades K-6, elementary schools. The activity cycle previously described will be repeated. Because of the location of the sixth grade in both elementary and middle schools, sixth grade students will be affected by the project each year. Sixth grade teachers will develop the curriculum manual during the first project year. That activity will not be repeated during the second project year. Although grade six appears in numerous activities which seem repetitive, different student bodies are involved; the middle schools, then the elementary schools. In the final project year, more students in grades K-12 will have aging content integrated into their regular school curriculum. The number of 6-12 grade teachers who are integrating aging into curriculum will be doubled.

In order to double the number of 6-12 grade teachers who are teaching aging, two methodologies will be used. A two-day workshop on aging will be conducted in August of 1983 followed by a one-day workshop on the use of the curriculum manual. Twenty-five additional teachers will be selected to participate in the workshop

according to the selection process and criterion previously described for teachers.

Because curriculum plans and resources will be developed during the first and second project years, the "new" teachers will not need a graduate course on aging to prepare them to integrate aging content in their curricula. A two-day workshop on aging will provide sufficient background content. The twenty-five additional teachers will participate in a workshop which will cover these topics:

myths and stereotypes of aging;

biological changes with age;

sociological changes with age;

psychological changes with age;

economics of aging;

governmental response to the aged;

death and dying;

loss and bereavement

Following the two-day workshop, the one-day workshop will be conducted using a "teachers-teaching-teachers" approach. The twenty-five 6-12 grade teachers who have taught aging content for a full school year and who have been instrumental in the development of the curriculum manual will meet with the twenty-five additional 6-12 grade teachers. The workshop will provide a structured setting for the teachers who have taught aging content to share strategies, methodologies, and instructions pertinent to the use of the manual, with the newly selected teachers. Thus the cadre of teachers trained in aging and teaching aging content will double its number. This methodology will be a

prototype for perpetuating the integration of aging content into the curriculum and for involving an increasing number of teachers in the process.

A slide/tape presentation will be prepared and used to inform other schools of the project. Major project activities will be featured. The program will give other schools, or community groups, an overview of the goals, methodologies, and results. It will be a permanent method of dissemination.

During the three years of this project, 14,700 students in grades K-12 will have received content on aging as part of their regular school curriculum. In addition to that immediate impact on students, this project is structured to produce (a) a cadre of teachers knowledgeable in aging and trained to use new developed curriculum manuals; (b) the curriculum manuals for integrating aging into K-12 curriculum; (c) a slide/tape program highlighting project activities for use in sharing information about this project with other schools. The content developed for both teachers and students will be designed to affect cognitive and affective domains. The three-year activities are included in an attached chart on page ____.

2. (b) Materials or Models

The model will provide a package for integrating aging content into the curriculum which includes teacher guides, student units and assessment measures, suggested resources, methodologies for infusion into the curriculum and a visual presentation for orientation and inservice training. This would provide the needed tools to enable a Local Education Agency to replicate the project if they so desired.

At the end of this three year project, four major products will have been developed:

1. A set of curriculum manuals for integrating aging content into K-12 grade curriculum;
2. A cadre of teachers trained in aging and in the use of the curriculum manuals;
3. A resource center of materials on aging;
4. A slide/tape presentation.

These products will be instrumental in perpetuating the integration of aging into the curriculum after the conclusion of the project. The proposal is designed to make a permanent impact on curriculum and thus continually impact students. The net effect of this project will not evaporate after three years.

Under the direction of the project director, a set of two curriculum manuals for integrating aging into the K-12 grade curriculum will be produced. One manual will be for grades K-5, the other for grades 6-12. The manuals will be based upon the curriculum application plans developed, revised, field tested and evaluated by teachers with feedback from students. The manuals will be total, complete packages, ready for implementation by other teachers.

The conclusion of this project will not only leave these manuals to continue the project activity, but it will also leave a cadre of K-12 grade teachers trained in aging and in the use of the manuals. Fifty teachers will have earned three hours of graduate credit in aging, twenty-five others will have had three days of training in aging and in the use of the 6-12 grade manual. Chosen to participate in the peoject because of their leadership abilities, those seventy-five

teachers will be qualified to instruct other teachers in the utilization of the manuals. All seventy-five will have at least one year's experience in integrating aging content into the curriculum by the conclusion of this project. The impact on students will be multiplied as increasing numbers of teachers use the set of curriculum manuals. The numbers of teachers trained to use the curriculum manuals will continue to increase through the regular teacher training program, the Baton Rouge Inservice Course.

A third major product will be an established resource center of resources in aging, teaching aids. The materials will include audio-visuals, books, pamphlets and brochures on services and programs, and a directory of individuals with expertise in aging and of older people who could serve as guest speakers in classrooms and/or as resource persons to assist in integrating aging into curriculum. The resource center will be established for teachers to use in curriculum development and in the integration of aging content into existing curriculum. After the project, the materials in the resource center will continue to be catalogued and available for teachers to use.

The fourth major product will be a slide/tape presentation about the project. Included in the presentation will be highlights of project activities: intergenerational conferences, short programs in school assemblies and organizational meetings, the graduate course on aging, the curriculum manual and its implementation, the resource center, the continuing expansion of the project and its impact upon students. The presentation will be useful in sharing information about the project with other schools considering the integration of aging into their curriculum.

3. UNIQUE ASPECTS OF PROJECT

The proposed approach to integrating aging into K-12 curriculum is recommended as the most logical, feasible method of giving students an understanding of aging as a normal life stage. An approach that would make an impact which would endure was sought. Through meetings with the planning committee, specialists in aging studies, teacher supervisors and groups of teachers, the project was planned and the methodologies for implementation were developed.

Instead of attempting to simultaneously integrate aging into all grades, K-12, a phased approach was chosen. High schools, junior highs and middle schools, are targeted for the first project year. Activities were planned to create awareness and offer exposure to aging and its relationship to students. After an introduction to the subject, via intergenerational conferences and school programs, teachers will be offered the opportunity to participate in a graduate course on aging which will include curriculum development and testing. The exposure to aging content and activities is an important initial step in the project. Instead of requiring selected teachers to participate in a new project which is in a new subject area for them, teachers will be introduced to aging and then given the opportunity to enroll in a course on aging.* Teachers enrolled in the graduate course will be self-selected. A semester will be provided for system-wide introduction to aging and for teachers to consider the appropriateness of aging for their subject areas.

The inservice training approach of this project has some distinct features. To insure close guidance in curriculum development and implementation extending into the classroom, a limited number (25) of

*See Appendix I for Course Offering.

teachers will participate in the graduate course on aging. Course instructors will provide individualized assistance in class sessions to teachers who are developing lesson plans to integrate aging content into their curriculum. The curriculum development process will be repeated in the second project year for K-5 grade teachers. Rather than import a curriculum package or have one totally developed by experts outside the system, teachers will be given the essential knowledge and guidance to enable them to develop workable plans for their curricula. The teaching experience and expertise of the teachers will be used to produce curriculum manuals which will affect the quality of education for students in East Baton Rouge Parish.

A "teachers-teaching-teachers" technique is another unique aspect of this project. Teachers who have completed the course on aging and integrated aging into the curriculum for a full school year will instruct other teachers in the use of the 6-12 grade curriculum manual. In order to perpetuate and expand the teaching of aging through the existing curriculum beyond the project period, teachers involved in the project must be relied upon to pass the information along to other teachers. The process will be initiated during the third project year. The "teachers-teaching-teachers" approach is based on the philosophy that no one is better qualified to instruct a teacher in the use of a curriculum manual than another teacher who has used the manual. Other teachers will be introduced to the manual, and thus to the project, by teachers who were instrumental in developing the manual and have taught aging content for a year.

Integrating aging content into K-12 grade curriculum is an uncommon aspect of this proposal. There <u>will not be</u> a unit on aging <u>added to</u> the curriculum. Because aging is a normal part of life and

old age is a natural stage of life, content on aging will be integrated into existing curricula whenever appropriate. Teachers do not need another curriculum unit to squeeze into an overcrowded schedule. When given knowledge about aging and assistance in inserting aging content into the curriculum, teachers will incorporate the newly acquired information in their classroom instruction. In daily classroom teaching, as opportunities arise to give factual information on aging or to discuss aging as a normal life stage, teachers will be prepared to integrate aging content or to focus on aging. The emphasis upon aging may be only a sentence or two in some lectures. Utilizing this approach, the teacher will gradually, consistently expose students to aging throughout the year. Aging content will become a permanent part of the curriculum.

This project involves the collaboration of community agencies with the educational system. It brings together entitles which do not usually work together on joint projects. The composition of the planning committee* documents the diversification of sponsors. Individuals from the community at large will be used to assist with the curriculum development and implementation. One example is bringing together older people and students at the intergenerational conferences. Older people may also be invited into classrooms as guest speakers. This project will include many agencies and organizations in strengthening the quality of education and in improving educational practices.

*See Appendix G.

III. B. EVALUATION DESIGN

STATEMENT OF OBJECTIVE: 1.1 By the end of the project year, June 30, 1982, 600 students (grades 6-12) in 42 middle, junior high, and senior high schools will have been introduced to aging concepts and aging as a normal life stage through a pilot program of intergenerational conferences and school assemblies as documented by program agendas and rosters of student participants.

DATA COLLECTION PROCEDURES:

Name/Type of Instrument: or Basis of Assessment: Data to document attainment of objective 1.1 shall be obtained from:

(1) roster of student participants (sign-in sheets)
(2) program agendas for conferences and/or assemblies

Basis for Comparison: A tabulation of number of students in attendance shall provide basis of comparison.

Data Collection Deadlines: Data shall be collected at each assembly and conference.

Person(s) Responsible: Person responsible shall be the project director.

EVALUATION PROCEDURES: Attainment of objective 1.1 shall be documented by:

(1) simple descriptive statistics through which number of students at each conference and assembly is tabulated to determine extent of student involvement.
(2) narrative statement of degree of adherence to project timelines and activities.

EVALUATION DESIGN

STATEMENT OF OBJECTIVE: 1.2 By the end of the project year, June 30, 1982, twenty-five pilot teachers (grades 6-12) will demonstrate increases in knowlege of aging by registering gains from a pre-test (Jan., 1982) to a post-test (May, 1982).

DATA COLLECTION PROCEDURES:

Name/Type of Instrument, or Basis of Assessment: Extent to which objective 1.2 is attained shall be measured by a locally-designed instrument.

Basis for Comparison: Base line data whall be composed of pre-test scores of 25 pilot teachers (Jan., 1982) as compared to post-test scores of pilot teachers (May, 1982)

Data Collection Deadlines: Pre-test data collection by Jan. 30, 1982. Post-test data collection by May 1, 1982.

Person(s) Responsible: Data collection is responsibility of Project Director.

EVALUATION PROCEDURES: Attainment of objective 1.2 is to be documented as follows:

(1) The score of each pilot teacher on the pre-test will be compared to his or her score on the post-test to determine whether or not gains were registered from pre- to post-test. Percentage of teachers registering gains shall be computed.

(2) Narrative statement of adherence to timelines and specified activities shall be made.

EVALUATION DESIGN

STATEMENT OF OBJECTIVE: 1.3 By the end of the project year, June 30, 1982, Phase I of the implementation of a resource center on aging will have been completed as documented by evidence of the following Phase I components being in place and operational:

- a site for the Resource Center will be determined and the facility will be prepared for operation; (continued on attached sheet)

DATA COLLECTION PROCEDURES:

Name/Type of Instrument, or Basis of Assessment: The type of data to be used in documenting attainment of objective 1.3 shall be that which is extracted from a check list used by the evaluator to determine if center components are in place and operational.

Basis for Comparison: Standard of acceptable quality for the center shall be determined by the Associate Superintendent of Instruction and his approval shall be a memorandum of approval of the center to the project director.

Data Collection Deadlines: Base line data is gathered throughout the project year; on the other hand, comparative data is to be gathered no later than June 1, 1982

Person(s) Responsible: Joint responsibility of project director and the evaluator

EVALUATION PROCEDURES: Attainment of objective 1.3 is to be documented as follows:

(1) A narrative description of Resource Center status and its components

(2) Report on the degree of compliance with specified timelines and activities.

-resource materials will be purchased accessioned;

-a catalog of resource materials will be produced and distributed to secondary schools and other interested persons;

Continuation of 1.3 Statement of Objective:

-a system to check-out the resources will be prepared and the library will be operational;

-human resource directory of individuals with expertise in aging will be produced and distributed to secondary schools and other interested persons;

-80% of the secondary teachers enrolled in the graduate course will use the available resources.

EVALUATION DESIGN

STATEMENT OF OBJECTIVE: 1.4 By the end of the project year, June 30, 1982, 80% of the pilot teachers (grades 6-12) will demonstrate a more positive attitude toward aging as documented by gains from a pre-to-post attitudinal survey

DATA COLLECTION PROCEDURES:

Name/Type of Instrument, or Basis of Assessment: Data to document attainment of objective 1.4 shall be extracted from locally-designed attitude scale administered to teachers

Basis for Comparison: Baseline data shall be that obtained from the pre-test administration of the attitude scale administered to 25 pilot teachers by November 1, 1981, as compared to post-test scale administered by May 1, 1982

Data Collection Deadlines: Pre-test to be administered by November 1, 1981
Post-test to be administered by May 1, 1982

Person(s) Responsible: Responsibility of administration and collection is that of the project director

EVALUATION PROCEDURES: Attainment of objective 1.4 is to be documented as follows:

(1) Narrative account of adherence to specified timelines and activities

(2) Scores of pilot teachers on the fall attitudinal scale shall be tabulated and compared to their scores on the same scale administered in spring of 1982. Percentages of teachers scoring gains from pre-to-post-survey shall be computed.

EVALUATION DESIGN

STATEMENT OF OBJECTIVE: 1.5 By the end of the project year, June 30, 1982, Phase I of a teacher manual for integrating aging content into the curriculum (6-12) will have been completed as documented by an approved copy on file in the project director's office containing the following:

- rationale; (continued on attached sheet)

DATA COLLECTION PROCEDURES:

Name/Type of Instrument, or Basis of Assessment: The type of documentation of the extent of attainment of objective 1.5 shall be data obtained from a check list to be developed;

Basis for Comparison: Standard of acceptable quality shall be a copy of the teacher manual which has been pilot tested and approved by the Associate Superintendent for Instruction;

Data Collection Deadlines: The status of the manual shall be checked periodically during the project year with the approval of the manual secured by June 1, 1982;

Person(s) Responsible: Joint responsibility of project director and the evaluator;

EVALUATION PROCEDURES: Attainment of objective 1.5 shall be documented as follows:

(1) narrative description of the manual and its components

(2) report of degree of adherence to approval procedure, timelines and specified activities.

- sample student units;

- student assessment instruments;

- minimum acceptable concepts to be measured by students;

- suggested teacher methodology for integrating material into subject areas.

C. ACTIVITIES

OBJECTIVES:

1.1 By the end of the project year, June 30, 1982, 600 students (grades 6-12) in 34 middle, junior high and senior high schools will have been introduced to aging concepts and aging as a normal life stage through a pilot program of intergenerational conferences and school assemblies as documented by program agendas and rosters of student participants.

ACTIVITIES:

1.11 By July 21, 1981, materials and supplies will have been ordered for the intergenerational conferences and school assemblies as documented by purchase orders.

1.12 The director of secondary schools, superintendent of the Diocese of Baton Rouge, instructional supervisors, and school principals who have agreed to participate in the project will be oriented by August 15, 1982, regarding the project and their participation in the implementation as documented by a list of participating schools and records of orientations.

1.13 The project director will have a list of community facilities available for hosting the intergenerational conference in each of the four regions by August 31, 1981.

1.14 By September 10, 1981, in each of the four geographic regions, the project director will convene a planning committee composed of representatives from these groups: public and non-public school principals and teachers, students, supervisors, parent organizations, groups of senior citizens, and civic organizations, to plan an intergenerational conference for each region as documented by a roster of planning committee members and minutes.

1.15 By September 20, 1981, the location and program for each of the four intergenerational conferences will be finalized as documented by tentative agendas.

1.16 A list of conference participants in each region: fifty students, fifty older people, and ten teachers will be compiled by October 4, 1981, following these guidelines.

1.110 By September 1, 1981, the availability of the two short programs for school assemblies or organizational meetings will be publicized throughout the parish in the Tuesday Report.

1.111 A minimum of ten short programs will be presented in ten different schools between September 5, 1981, and May 31, 1982, as documented by a record of the date, location, program, organization, and number of participants for each of the ten presentations.

OBJECTIVES:

1.2 By the end of the project year, June 30, 1982, twenty-five pilot teachers (grades 6-12) will demonstrate increases in knowledge of aging by registering gains from a pre-test (January, 1982) to a post-test (May, 1982).

ACTIVITIES:

1.21 By August 15, 1981, a graduate course, "Aging: Integrating Content Into the Curriculum," will be developed by the project director and aging specialist as documented by a syllabus on file in the project director's office.*

1.22 The course will be approved for three hours graduate credit by Louisiana State University by October 15, 1981, as documented by correspondence.

1.23 From October 15, to November 15, 1981, high school, middle school, and junior high teachers will be informed of the opportunity to enroll in the course on aging through the Tuesday Report.

1.24 By December 20, 1981, twenty-five teachers will be selected to enroll in the course on aging by the project director, superintendent of the Diocese of Baton Rouge, director of secondary schools, and teacher supervisors according to these criterion:

a. five teachers per subject area: Humanities, science, social studies, physical education and health, and home economics;

*See Appendix H for the course outline.

b. teachers from five public senior high schools, one nonpublic senior high school, one junior high school and two middle schools;

c. three teachers from different disciplines per school;**

d. desirable traits of teachers: leadership, creativity, interest in aging, writing skills, flexibility, thoroughness in assignments.

1.25 A pre-test (January, 1982) to assess the pilot teachers' knowledge of aging will be administered at the beginning of the course as documented by records on file in the project director's office.

1.26 By February 1, 1982, a two-day workshop, Friday and Saturday, will initiate the course with these purposes: introduction of participants and instructors; an explanation of myths and stereotypes of aging; statistical information on aging; manpower opportunities in aging services, and an introduction to sensory changes with increasing age, as documented by a roster of attendance and the syllabus scheduled for the workshop.

1.27 Beginning the week of February 1, 1982, weekly class sessions will be conducted on Tuesdays, 6:30-9:30 p.m. The major content areas to be covered are:

biological changes with age;
sociological changes with age;
psychological changes with age;
economics of aging;

**Two schools will send two teachers each in order to secure twenty-five participants.

governmental responses to the aged;
death and dying;
loss and bereavement;
integrating aging content into curriculum;
plans and strategies;
implementation of aging content;
evaluation of the implementation of aging content;
designing curriculum plans for the 1982-1983 school year.

1.28 In conjunction with the course and instructional supervisors, the project director and aging specialist will provide at least one hour of classroom consultation per teacher enrolled in the course for the purpose of indivídualized assistance with integration of aging content into existing curriculum. The consultation will be provided between February 1, 1982, and May 25, 1982, and documented by records of each visit on file in the project director's office.

1.29 At the last class session, by May 25, 1982, a posttest will be administered to assess changes in pilot teachers' knowledge about aging. Records of the test will be on file in the project director's office.

74

OBJECTIVES:

1.3 By the end of the project year, June 30, 1982, Phase I of the implementation of a resource center on aging will have been completed as documented by evidence of the following Phase I components being in place and operational:

ACTIVITIES:

1.31 By July 15, 1981, a site for the resource center will be determined and the facility prepared for operation as documented by a checklist used by the evaluator.

1.32 By July 15, 1981, specified materials in the budget for use by 6-12 grade teachers will have been ordered for the resource center as documented by purchase orders.

- a site for the Resource Center will be determined and the facility will be prepared for operation;
- resource materials will be purchased and acessioned;
- a catalog of resource materials will be produced and distributed to secondary schools and other interested persons;
- a system to check-out the resources will be prepared and the library will be operational;
- a human resource directory of individuals with expertise in aging will be produced and distributed to secondary schools and other interested persons;
- 80% of the secondary teachers enrolled in the graduate course will use the available resources.

1.33 By August 1, 1981, the project director will inventory existing visual and audio-visual materials available in this parish for use by 6-12 grade teachers to determine the applicability of the materials to the integration of aging content into curriculum. Notes will be made and kept on file regarding this inventory.

1.34 A system for cataloging and distributing resource materials to teachers will be established by November 1, 1981, as documented by written instructions, policy statements, and records of materials utilized by teachers.

1.35 By December 1, 1981, a design of a directory of individuals with expertise in aging and of older people who could serve as guest speakers in classrooms and/or serve as resource persons to assist in integrating aging content into curriculum will be completed.

1.36 By February 1, 1982, materials ordered by July 15, 1981 will be accessioned and cataloged as documented by records and the check-list used by the evaluator.

1.37 By March 1, 1982, a listing of available resources will be distributed to the 25 graduate course teachers.

1.38 The project director will survey the twenty-five pilot teachers enrolled in the course on aging to determine their needs for materials to assist with integrating aging content into curriculum. The survey will be conducted by April 15, 1982, and the results will be recorded.

1.39 By May 1, 1982, the survey results will be used to order the remainder of the allocated resources for the 1981 project year as documented by purchase orders.

OBJECTIVES:

1.4 By the end of the project year, June 30, 1982, 80% of the pilot teachers (grades 6-12) will demonstrate a more positive attitude toward aging as documented by gains from a pre-to-post attitudinal survey.

76

Ou 83

1.310 By May 30, 1982, the check-out system data will be documented to show that 80% of the graduate school teachers used the resource center.

1.311 By June 30, 1982, the first draft of a directory of individuals with expertise in aging and of older persons who could serve as guest speakers in classrooms and/or serve as resource persons to assist in integrating aging content into curriculum will be completed and distributed to secondary schools and other interested persons.

1.312 By June 30, 1982, the catalog of available 6-12 grade resources will be completed and distributed to secondary schools and other interested persons.

ACTIVITIES:

1.41 By August 15, 1981, a graduate course, "Aging: Integrating Content Into the Curriculum," will be developed by the project director and aging specialist as documented by a syllabus on file in the project director's office.*

1.42 The course will be approved for three hours graduate credit by Louisiana State University by October 15, 1981, as documented by correspondence.

1.43 From October 15, to November 15, 1981, high school, middle school, and junior high teachers will be informed of the opportunity to enroll in the course on aging through the Tuesday Report.

1.44 By December 20, 1981, twenty-five teachers will be selected to enroll in the course on aging by the project director, superintendent of the Diocese of Baton Rouge, director of secondary schools, and teacher supervisors according to these criterion:

*See Appendix H for the course outline.

a. five teachers per subject area: Humanities, science, social studies, physical education and health, and home economics;

b. teachers from five public senior high schools, one non-public high school, one junior high school, and two middle schools;

c. three teachers from different disciplines per school;**

d. desirable traits of teachers: leadership, creativity, interest in aging, writing skills, flexibility, thoroughness in assignments.

1.45 A pre-test (January, 1982) to assess the pilot teachers' attitudes toward aging will be administered at the beginning of the course as documented by records on file in the project director's office.

1.46 By February 1, 1982, a two-day workshop, Friday and Saturday, will initiate the course with these purposes: introduction of participants and instructors; an explanation of objectives and methodologies; an examination of myths and stereotypes of aging; statistical information on aging; manpower opportunities in aging services, and an introduction to sensory changes with increasing age, as documented by a roster of attendance and the syllabus schedule for the workshop.

1.47 Beginning the week of February 1, 1982, weekly class sessions will be conducted on Tuesdays, 6:30-9:30 p.m. The major content areas to be covered are:

**Two schools will send two teachers each in order to secure twenty-five participants.

OBJECTIVES:

1.5 By the end of the project year, June 30, 1982 Phase I of a teacher manual for integrating aging content into the curriculum (6-12) will have been completed as documented by an approved copy on file in the project director's office containing the following:

- °rationale
- °sample student units

biological changes with age;
sociological changes with age;
psychological changes with age;
economics of aging;
governmental responses to the aged;
death and dying;
loss and bereavement;
integrating aging content into curriculum;
plans and strategies;
implementation of aging content;
evaluation of the implementation of aging content;
designing curriculum plans for the 1982-1983 school year.

1.48 In conjunction with the course and instructional supervisors, the project director and aging specialist will provide at least one hour of classroom consultation per teacher enrolled in the course for the purpose of individualized assistance with the integration of aging content into existing curriculum. The consultation will be provided between February 1, 1982, and May 25, 1982, and documented by records of each visit on file in the project director's office.

1.49 At the last class session (May 25, 1982) a post-test will be administered to assess changes in pilot teachers' attitudes toward aging as documented by records on file in the project director's office.

ACTIVITIES:

1.51 By February 15, 1982, teachers enrolled in the graduate course on aging with the guidance of the project director and aging specialist will begin developing rationale, sample student units, student assessment instruments, minimum acceptable concepts to be measured, and suggested teacher methodology for integrating aging into the curriculum as documented by teachers' notes of class sessions.

°student assessment instruments
°minimum acceptable concepts to be measured by students
°suggested teacher methodology for integrating material into subject areas.

1.52 Teachers enrolled in the graduate course on aging will begin integrating aging into the curriculum on a pilot basis by April 1, 1982, as documented by curriculum plans, teachers' analyses of their implementation, and pupil feedback, on file in the project director's office. The 3,125 6-12 grade students enrolled in the classes of these teachers will be directly impacted.

1.53 By July 1, 1982, the project director, aging specialist and teachers enrolled in the course, will refine curriculum plans for the manual in preparation for the large field testing in the second project year. The process will be based on pupil and teacher feedback from the pilot testing described in 1.52.

III. E. Multi-year Goals

The goal of this project is

To strengthen the quality of education and to improve educational practices by giving students a knowledge and appreciation of aging as a normal life stage through the integration of aging content into the existing curriculum in grades K-12 in East Baton Rouge Parish.

The multi-year goals are the same as the goal for the initial year, as stated above. In order to achieve that goal, three years of implementation, each with specific objectives and activities, must be completed. A comprehensive, phased-in approach has been designed to integrate aging content into the existing curriculum. Because of the developmental and pilot testing aspects of this project, it cannot be completed in one year. To insure thoroughness and an enduring impact, project activities must be executed in a sequential pattern extending over three years.

The following chart and objectives are for the three-year project.

THREE-YEAR ACTIVITIES

YOUTH AND AGING: CURRICULUM DEVELOPMENT PROJECT

1981-1982

- Four Intergenerational Conferences: (secondary level)

  200 students
  200 older persons
  40 teachers

- Ten School Assemblies & Organizational Meetings: (secondary level)

  400 participants

- Resource Library Set Up

- Two-day Workshop for 25 Teachers Before Course Begins

- Graduate Course (secondary level)

  25 teachers
  3,125 students (pilot test)

- First Draft of Curriculum Guide (secondary level)

- Ongoing:

  Advisory Council
  Dissemination
  Evaluation Processes

Students: 3,725 Teachers: 65 Adults: 200

1982-1983

- Implement Secondary Curriculum In Classroom:

  25 sec. teachers
  3,125 students

- Four Intergenerational Conferences (elementary level)

  200 students
  200 older persons
  40 teachers

- Ten School Assemblies and Organizational Meetings (elementary level)

  400 participants

- Two-day workshop for 25 teachers before Course begins

- Graduate Course (elementary level)

  25 teachers
  500 students (pilot test)

- First Draft of Curriculum Guide (elementary level)

- Ongoing:
  Expand Resource Library
  Advisory Council
  Dissemination
  Evaluation Processes
  Consultation with 50 teachers

Students: 4,255 Teachers: 90 Adults: 200

1983-1984

- Implement Secondary Curriculum In Classroom

  50 teachers
  6,250 students

- Implement Elementary Curriculum In Classroom

  25 teachers
  500 students

- Two Day Workshop: 25 Additional Secondary Teachers to Learn Aging Content

- One-day Workshop for 25 Additional Secondary Teachers (training by 2[illegible] teachers who have completed same)

- Workshop for Elementary Teachers wh[illegible] Will Revise Curriculum Guide

- Two Completed Curriculum Manuals K-[illegible]

- Expand Resource Library

- Ongoing:

  Advisory Council
  Dissemination
  Consultation with 75 teachers

Students: 6,750 Teachers: 75

TOTAL UNDUPLICATED PARTICIPANTS IN THREE-YEAR PROJECT

Students: 14,700 Teachers: 75 Adults: 400

400 91

CG 017448

STATE-TIMES, Baton Rouge, La., Wed. Oct. 8, 1980

Misconceptions about elderly add to 'aging,' doctor says

NEW ORLEANS (AP) — "Old people become crazy for three reasons: because they were crazy when young, because they have an illness or because we drive them crazy," says Dr. Alex Comfort.

He told a medical convention in New Orleans Tuesday that misconceptions imposed on the elderly by society accounts for 75 per cent of their "aging" — with just 25 percent related to actual physical aging.

"If we insist that there is a group of people who, on a fixed calendar basis, cease to be people and become unintelligent, asexual, unemployable and crazy, the people so designated will be under pressure to be unintelligent, asexual, unemployable and crazy," Dr. Comfort added.

Society should change its attitude toward the old, he said, and doctors should develop the field of geriatrics.

"Once the attitudinal change has been made and ill health in old age is seen to require diagnostic explanation, there is no mystique about geriatrics," Dr. Comfort said.

"Much of the neglect of geriatrics arises from unspoken 'ageism' — the old are naturally infirm, their infirmity is biologically ordained, their intellect shares in the decline, they are medically uninteresting to active practitioners, and — until Medicare — they were financially unprofitable."

Dr. Comfort, author of "The Joy of Sex," is a consultant in geriatric psychiatry and associate professor at UCLA.

He spoke before the Annual Scientific Assembly of the American Academy of Family Physicians, and the Ninth World Conference on Family Medicine by the World Organization of National Colleges, Academies and Academic Associations of General Practitioners-Family Physicians.

MORNING ADVOCATE, Baton Rouge, La., Thurs. Oct. 9, 1980

Life expectancy on upswing for Americans over 85

By KEVIN McKEAN
AP Science Writer

NEW YORK (AP) — Older people are living longer, and the biggest gains may be in the small group of Americans who have reached age 85, according to government statistics and a new study.

The National Center for Health Statistics says the latest figures show life expectancy continued to increase during 1978, the most recent year for which statistics are available.

People who turned 50 in that year can expect to live past 77, on average, an increase of more than three years over the life expectancy for 50-year-olds in 1950, the center said.

Americans who reached 65 in 1978 will probably live to 81, an increase of about 2½ years from 1950, it said.

Meanwhile, a new study by researchers at the University of Pennsylvania shows that the group whose life expectancy is gaining fastest may be the very old — a reversal of the situation that has prevailed for the last third of a century.

Ira Rosenwaike, Nurit Yaffe and Philip Sagi said the death rate for those 85 and over fell 26.3 percent between 1966 and 1977, compared to a decline in mortality of only 6.5 percent for persons aged 25 to 34.

By contrast, from 1933 to 1966, they said, mortality improved fastest in the younger groups, with 25- to 34-year-olds showing a 63.4 percent decline, while the mortality among persons over 85 dropped only 10.1 percent.

"Without doubt, the steep downward trend in mortality among the extreme aged is a real phenomenon rather than a statistical artifact," the researchers said in the October issue of *American Journal of Public Health*.

They speculated that the big improvement in mortality among the elderly was due to better care for heart disease and stroke, which account for about two-thirds of deaths in that group.

Earlier improvements in mortality for younger adults were probably due to advances — such as antibiotics — against infectious disease, they said.

CG 017443

BEST COPY AVAILABLE

Appendix A

MORNING ADVOCATE, Baton Rouge, La., Thurs. Oct. 9, 1980

Advertising aiming toward older market

By NANCY YOSHIHARA

(c) 1980, The Los Angeles Times

"When I was 25, I was the perfect mother, the perfect wife and the perfect homemaker," a voice coos over the radio. "I drove a great big station wagon. Well, I'm no longer 25 and I'm no longer anyone's wife. My kids are grown and have kids of their own and I have a career. And that station wagon is just a rusted memory. I went out and bought myself an Alfa Romeo Spider. It's red and it's got a convertible top and when I pass those ladies in their huge station wagons full of kids I wave...."

Ten or even five years ago, a radio commercial pitching an Italian sports car to a middle-aged woman would have been unheard of. Sale messages for sports cars and a host of other products were primarily directed at the young. The world, as reflected in advertising, was populated mostly by 18- to 24-year-olds.

Today, advertising is beginning to move away from such youthful cliches, a trend that marketers say will continue through the 1980s.

In short, advertising's preoccupation with the bikini-clad Pepsi generation has begun to fade. There is a new respect for age among advertisers. Life after 25 — or even after 45 — is no longer a netherworld in the eyes of an increasing number of companies such as Alfa Romeo, which are hungry for new customers in the growing "maturity market."

Robert Young, 73, pitches for Sanka coffee, Bob Hope, 77, encourages saving at a savings and loan chain in California, and Lauren Bacall, 56, extols Ford's Fairmont. Models are enjoying longer careers, and research and development departments at major companies are at work on adult-oriented products. Even McDonald's, the maven of the kiddie market, now uses little old ladies in some of its advertising.

"In the mid-1960s, the big thing was to mix ethnic groups to include an Oriental, black and Chicano" in advertising, explains Greg W. Ottersbach, market research manager at Sunset magazine in Menlo Park, Calif.

"Today, we're seeing older, more mature people. We're seeing a different slice of life — fewer beach scenes, autos with racing stripes and teen-age kids with muscles."

In a business fond of pastel euphemisms, "maturity market" is a surprisingly straightforward phrase. Mature is a close synonym for old, an adjective long guaranteed to put even the boldest advertiser to flight.

But within the last year, the maturity market has become a hot topic among many advertisers and marketers. Advertising agencies have been spewing out studies and statistics. At least one new magazine, Prime Time, is directed at readers 45 to 64. Another publication, Harvest Years, recently changed its name to the more upbeat 50-Plus, and Modern Maturity magazine thought it worthwhile to open its pages to general advertising for the first time.

The simple fact is that Americans as a nation are getting older so advertisers are beginning to tailor their sales messages and products to the changing age composition of the population. The trend, says Fabian Linden, director of consumer research at the Conference Board in New York, simply reflects "a mirror image of birth and trend lines."

The size of the U.S. population exploded in the decade following World War II. The baby boom generation hit record numbers, and during the 1960s and 1970s — as this group moved into its teen and college years — its social movements, fads and trends swept the country.

Over the next decade, the postwar babies will move into the 25-to-45 age bracket. By 1990, 41 percent of the population will be in that age group, 24 percent between 45 and 64, while 15- to 24-year-olds will comprise only 18 percent.

Although the Census Bureau projects a 9.6 percent increase in the population as a whole, the 25-plus age categories are expected to grow at more than double that rate.

As Americans grow older, they will become generally more affluent as they move into higher-paying jobs — a prospect that lights up dollar signs in the eyes of advertisers. During the 1980s, consumers between 25 and 64 will account for 91 percent of the nation's discretionary income — money left over to spend for leisure and luxuries after housing, food and transportation expenses, according to Linden at the Conference Board.

In their pursuit of customers, marketers are following these changing demographics carefully. Levi Strauss and Co. now offers Bendover jeans for formerly junior-size women who now need a stouter fit. DeBeers Diamonds, which traditionally sold its gems to young brides and grooms, now advertises "eternity rings" for older, been-together-for-awhile couples.

Helena Rubinstein Inc. has a line of skin care products called Madame Rubinstein that is specifically designed for women over 50. Kellogg Co., long identified with Tony the Tiger and cereal products aimed at children, has two new high-fiber, multi-vitamin cereal products for the health-conscious adult market.

Advertisers generally divide the maturity market into two age groups — 25-to-44 and 45-to-65 — each with its own customer profile, needs and purchasing patterns.

By sheer numbers alone, the 25-to-44 age group provides a huge market for a variety of goods and services, particularly for those relating to home, family and children.

Despite the promising statistics, however, marketers and advertisers still approach the maturity market with caution. So far, most forays have been subtle and careful.

For example, in the advertising community, entertainers Hope and Bacall are seen less as older folks than as celebrities whose use in advertising is currently popular. But many youthful

BEST COPY AVAILABLE

models of a few years ago are still working well into their 30s, thanks to an increase in demand for older models.

It was not too long ago that marketers and advertisers were generally lumping all older people in the same helpless, twilight-of-life ghetto. When advertisers spoke to them, it was almost entirely in terms of arthritis, hemorrhoids, dentures or Geritol.

Today, that perception is slowly changing, reflecting an attitudinal shift in how people aged 50 years or older themselves perceive life.

"Then years ago, many people aged 50 were working to retire. Now when people turn 50, they want to travel, get involved. There is not so much a resolve to sit back and let the world slip by," observes Ottersbach at Sunset.

It takes a careful and hard but honest sell to reach this group. "Let's say the people are 55 to 60. They've been through a major war, a major Depression, four or five (actually seven since World War II) recessions," says Tom Carr, publisher of 50-Plus magazine. "They are tough now. They've learned to cope. You can't kid them. You have got to give them full value."

On the other hand, some companies are cautious about identifying with older people, for fear of alienating other prospective consumers.

Alfa Romeo, for example, is careful not to pitch its products too directly at a single age group. The Italian automaker uses different advertising to appeal to various segments of the population, which might enjoy — and afford — its Spider sports car. One of its radio spots features a recently graduated college student, another a middle-aged couple free of family obligation, realizing a long-postponed sports car dream.

"Other manufacturers are trying to target wealth-tied segments. It is not an easy thing to do," says Peter Wade, advertising manager at Alfa Romeo in Englewood Cliffs, N.J. "It takes considerably more effort to do. It is a lot easier to advertise to the mass media population, but it is not as efficient."

Indeed, with ever-rising advertising costs and a keenly competitive environment in the 1980s, companies have to brave the risks of courting these "newly found" consumers to generate continued sales growth. Often, they can stretch their advertising budgets by directing sales messages at specific target audiences, thereby avoiding any waste of dollars.

Divvying up a market by age, however, is not an entirely new concept. For years, U.S. automakers did quite a prosperous business by coming up with different and more expensive models. They sold the cars by playing on the image of wealth and status, which invariably is tied to age, according to marketers.

"General Motors Corp. always understood and positioned itself against different age groups," says Roger H. Ballou, vice president of travel products marketing USA at American Express Co. "You could buy a Chevrolet and work yourself up to a $25,000 Cadillac" — or, in the 1980s, an Alfa Romeo Spider.

BEST COPY AVAILABLE

STATE-TIMES, Baton Rouge, La., Fri. Oct. 17, 1980

Dr. Gladys Hildreth, left, and Pat Rutherford
— Photo by Art Kleiner

Intergenerational families subject of study

By LYNN DIAS

Grandma living with her daughter and family: good or bad?

Dr. Gladys Hildreth, LSU associate professor of family life and environment, and graduate assistant Patricia Rutherford are now in the middle of a three-year research project studying what is known in education circles as "intergenerational families" — when an aging parent lives with an adult son or daughter. Their interest in the topic will be the subject of a round table luncheon discussion at the National Council on Family Relations annual meeting to be held in Portland, Oregon, next week.

Dr. Hildreth and Ms. Rutherford are now interviewing families with elderly woman-adult daughter live-in

BEST COPY AVAILABLE

situations. Dr. Hildreth explained the reasons behind narrowing the field of research to just women in intergenerational situations: "It is a fact that women outlive men. Also, it has traditionally been the daughter who takes on the responsibility of caring for the aging parents."

According to the 1970 census, less than 5 percent of American households were intergenerational. However, both Ms. Rutherford and Dr. Hildreth believe the 1980 census will show an increase in that figure due to the high cost of living and the rising elderly population.

So far in their study, funded through the Louisiana Agricultural Experiment Station, the educators have found that elderly women live with their daughters' families primarily for three reasons: economics, to prevent loneliness and declining health.

Ms. Rutherford and Dr. Hildreth interview the adult daughter and the aging mother separately in the family's home in an effort to reduce any inhibitions. Among things discussed are role definitions ("How do they handle who does what?"), family values and communication patterns, said Ms. Rutherford. Both the aging parent's and daughter's family values, such as friendship, religion and child rearing, are compared.

Since American society "puts a great deal of value on independence and privacy," intergenerational living arrangements hold the possibility for conflict, Ms. Rutherford said, especially concerning who is responsible for certain duties around the home. However, interviews conducted so far show a "good relationship" exists between mother and daughter, Dr. Hildreth said.

In addition to questions on family values and communication patterns, the researchers ask the families what are their "perceptions and knowledge of existing facilities and services of long-term care and if they have thought about long-term care if it becomes necessary."

There are four implications of Ms. Rutherford's and Dr. Hildreth's study — counseling, legislative influence, identification of pleasure and problem areas and documentation of how these families function. Ms. Rutherford pointed out how present legislation may need to be changed in order to better serve intergenerational families. "For instance, it is very difficult for an adult child to claim an aging parent as a tax exemption," she said.

There are no cultural guidelines to tell "how to," said

The research project, begun in November 1979, has drawn participants primarily from south Louisiana, but Dr. Hildreth foresees interviews being conducted throughout the state. The only criteria for the subjects are 1) the adult daughter must be at least 21 years old; 2) the aging parent must be 62 years or older; and 3) the parent must have been living with the daughter at least six

After initial letters and follow-up telephone calls, consenting families participate in at-home interviews. The interviews include both "open-ended as well as structured questions," said Ms. Rutherford. The researchers give participants, particulary the aging parent, ample opportunity to talk. Interviews average 1½ hours, with some lasting as long as 3 hours.

Dr. Hildreth and Ms. Rutherford expressed difficulty in locating intergenerational families for their study. The Council on Aging, churches and personal contacts have aided their search, Dr. Hildreth said, but more are needed. Anyone wishing to participate in the project should contact Dr. Hildreth or Ms. Rutherford at the LSU School of Home Economics, 388-2281.

BEST COPY AVAILABLE

Sunday Advocate
October 20, 1980

Fuzzy Hughes at the wheel: 'That guy just loves that Fire Department.'

At 74, he's still hot stuff

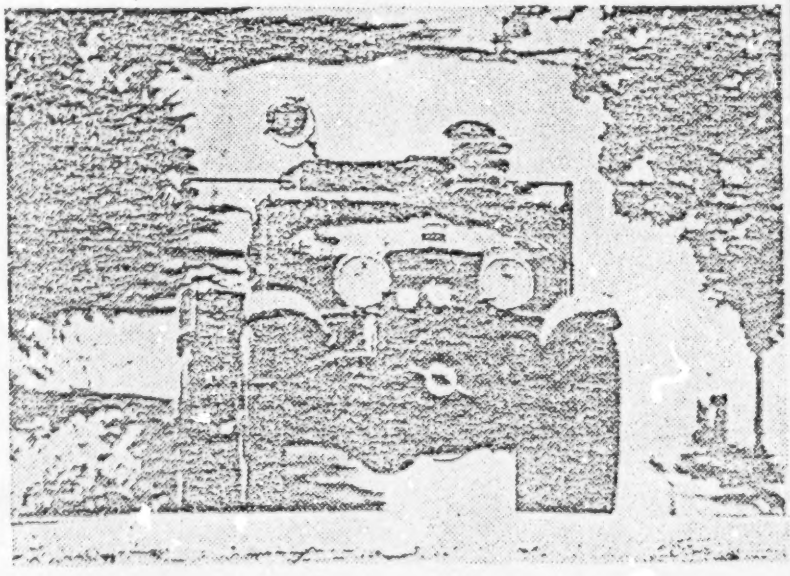
By CHARLES HILLINGER
(c) 1980, The Los Angeles Times

COLUMBIA, Calif. — When the fire alarm sounds in this old Mother Lode town, Merl (Fuzzy) Hughes, 74, is the first volunteer to swing into action.

The town's fire phone is in Fuzzy's home and the unmanned fire station is across the street. He turns on the siren that rouses the rest of the volunteers.

After sounding the alarm and picking up his crew, Fuzzy climbs behind the

(See ★ FUZZY, Page 7-A)



Hughes answers a call: the spirit and flavor of a little town.

BEST COPY AVAILABLE

★Fuzzy

(Continued From Page One)

wheel of Columbia's 1931 Dodge fire engine and is on his way to the fire.

Fuzzy has fought nearly every blaze in Columbia since 1920, the year flames wiped out three blocks of downtown Columbia and Fuzzy, at 14, helped save what was left.

"Fuzzy's toothless grin, his old fire truck, and his devotion to duty represent the spirit and old time flavor of our little town," says lifelong Columbia resident Mabel Draper, 84.

"That guy just loves that Fire Department."

For the first 11 years that Fuzzy fought fires in Columbia, the Fire Department's equipment consisted of two ancient hand pumpers: the Papeete, a small truck decorated with a painting of a bare-breasted woman eating grapes, and the Monumental, a much larger rig.

The Papeete, built in Boston in 1852, was shipped around Cape Horn to San Francisco for delivery to Papeete, Tahiti, but somehow it wound up in Columbia instead. Both old hand pumpers are on display in town.

"In 1931 my dad kicked in his own money and went around town collecting gold dust from the miners to buy Columbia's first motorized fire truck, this old baby here," Fuzzy says with an affectionate pat on the hood of the 49-year-old rig.

"I won't have nothin' to do with those new ones. Too modern. Different style pumps than what I'm used to," says Fuzzy, thumbing a wad of Sir Walter Raleigh tobacco into his pipe.

Firefighting in the old days was more to Fuzzy's liking.

"Hell, today you have to stop and read the manual before answering the fire bell," he says.

"We're not supposed to go to a fire unless we have our turn-out clothes on. In the old days you got there as quick as you could and cared less what clothes you was wearin'.

"If somebody has a couple of snorts nowadays they're not allowed to answer the fire call. Hell, in the old days you would turn out drunk or sober. You would darn right sober up fast fighting the fire."

Fuzzy was chief for 12 years before he stepped down two years ago to make room for a younger man, but he is still treasurer of the Fire Department.

Fuzzy's entire life the last 60 years has been centered on the Columbia Volunteer Fire Department.

"Being able to save lives and property has made it all worthwhile," he says, adding:

"Hell, I know what fire can do. I got third-degree burns on my leg from boiling water spilled from a water heater in 1932.

"The pain was so bad I told my dad to tell the doc to cut the leg off. My dad said to wait as long as I could before having my leg chopped off. I did. The fever broke, the infection went down and I still have both my legs."

But he doesn't have any teeth. He lost them all in 1954 — but not in the line of duty.

"They was rotten. I had 'em yanked out. The false teeth didn't work. So the hell with it. I've been gum beatin' ever since.

"I can eat anything except nuts. I get hungry for them, too. But what the hell — you can't have everything."

BEST COPY AVAILABLE

MORNING ADVOCATE, Baton Rouge, La., Tues. Oct. 21, 1980

Your money's worth

Older Women's League

By SYLVIA PORTER

The first national grassroots organization in the U.S. of and for middle-aged and older women has just been created — the Older Women's League.

The pioneering group came out of a meeting a few days ago of about 400 of this fastest growing minority in our country at Des Moines, Iowa. While the OWL is not government-sponsored and while the conference was not arranged to promote OWL membership, the Des Moines mini-conference was set up to discuss the issues of concern to middle-aged and older women in preparation for 1981's White House Conference on Aging.

OWL's concerns are the same — the basic problems of personal financial survival and dignity in the older years, notes Tish Sommers, one of the prime movers behind OWL. No arbitrary age is established as a qualification for membership.

The problems of the older years begin in middle age and even earlier, Sommers says, pointing out that some women have been turned down for apprenticeship programs as too old at 28.

Women 65 and older are not only the fastest-growing segment of our population, but they also are the single poorest group. Their average income in 1979 was an almost incredible $59 a week, as against $106 per week for older men. What's more, the grim outlook for younger women still at work is that one out of four of you can look forward to living in poverty in your older years.

The poverty rate for older women is about 65 percent higher than for older men. One-third of all widows live below the poverty line — and live there a long, long time.

The average age of widowhood in the U.S. is 56 and more than one of every two women can expect to be a widow at 65 or later. The average age of widowhood is estimated as extending over 18 years.

"The critical situation of hundreds of thousands of elderly women in this country is generally overlooked," Sommers stresses. "As a group they are invisible and their plight is masked by statistics that lump together all the aged — men, women and couples."

Social Security, with all its built-in inequities for women, is the sole source of support for large numbers of older women. Their benefits are well below those paid to men because women's earnings are only about 60 percent of the earnings of men and because their wage-related benefits are reduced still more by their absences from the labor force to handle family responsibilities. Homemaking is not recognized as a legitimate occupation for the purpose of earning Social Security credit.

Fewer than 20 percent of older women collect private pension payments either on their own or as widows and those who do are paid low benefits. On top of their low wages, women tend to be in the bottom echelon part-time or temporary jobs not covered under the pension program. A full half of all women now working are in jobs with no pension coverage.

There also is a provision called the "widow's blackout" in most pensions that denies a survivor's benefit to the spouse of a worker who dies before "early retirement age," usually 55. What the husband intended and expected for his widow simply doesn't count.

The "optout" privilege is another catch in private pensions. Under most pension plans, a worker can opt for a reduced pension in order to provide for a survivor's benefit for his widow. But if he turns down that option, rarely is the wife notified that she'll get no pension in case of his death; the news comes as an ugly shock. Only about 2 percent of widows get their husband's pension checks.

The upsurge in costs of all types of shelter is still another blow, for there are few options open to impoverished women who often are thrown out of even the most marginal housing. There are few emergency shelters and after a short time on the streets, the odds that they'll find a landlord willing to take them are just about non-existent — even if they have the rent.

These — and other issues — will be surfacing as preparations for next year's White House Conference on Aging go forward. But as the organizers of OWL emphasize, the key to recognition and to action is getting together and having a voice. Women can do much more for themselves than they have in the past: Sommers hopes there will be an OWL chapter in every state within a year.

For more information about OWL, write to 388 Harrison St., Oakland, Calif., 94611.

(c) 1980, Field Enterprises, Inc.

BEST COPY AVAILABLE

MORNING ADVOCATE, Baton Rouge, La., Wed. Nov. 12, 1980

'Golden Age Games' prove fitness not just for young

SANFORD, Fla. (AP) — Ed Vandersmoot, 85, is legally blind, but he's a competitor. So is 91-year-old James Mason, who lost several fingers from his right hand and taught himself to bowl lefty at age 80.

They haven't won any prizes, but they're as enthusiastic as any of the nearly ?,000 men and women over 55 taking part in the sixth annual Golden Age Games here.

The week-long festival, once called the Golden Age Olympics, draws senior citizens from around Florida, and many from other states, to compete in 26 events ranging from track and field to sailing, golf and canasta.

The games, which this year attracted a national sponsor in General Foods' Post Cereals, are epitomized by 72-year-old Buster Crabbe, former Olympic swimmer and movieland "Tarzan," the honorary chairman.

"This competition provides inspiration and encouragement for the elderly to break out of the rocking chair syndrome," said Crabbe, who still gets up at 5 a.m. to swim.

Vandersmoot, who has some peripheral vision, competed in the sailing regatta but didn't place.

"I don't go out there to win," he said. "I go out there to feel the water under the boat and the wind in the sail."

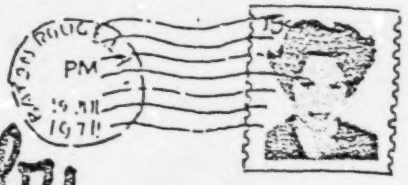
Mason, the oldest competitor, will enter bowling, swimming and shuffleboard events later this week. He's never won a medal in six years of trying, but "what's really important is just participating," he said.

"I try to keep livened up," he says. "If you keep active and do something, you get a lot more out of life."

Orrin Graf, 71, stole the show in track and field by winning 11 medals last year and is back to defend his titles in all running events up to 440 yards, plus the softball throw, long jump and standing long jump.

Among women, Harriet Boyd, 57, won a batch of track and field events to become the overall female champion in 1979. She's back for more.

BEST COPY AVAILABLE



Dear Abby

DEAR ABBY: In your confidential to RETIRED AND BORED, you left out one of the great avenues for relief to boredom: Volunteering in schools, especially elementary schools.

As you said, "The older citizen possesses the wisdom and patience of age"—the wonderful qualities schools are looking for. Our children love their voluntary grandmas and grandpas.

In Tacoma, we have a PROJECT RAISE (Retirees Active In Student Education) that welcomes the help of our older citizens. Most schools and school districts have some kind of program or way to use volunteers of all ages. The opportunity is as close as your neighborhood school.
— STEVE MONDAU, PRINCIPAL, BRYANT ELEMENTARY SCHOOL, TACOMA, WASH.

DEAR STEVE: Thanks for tipping me off on Tacoma. Readers elsewhere need only to call local schools and offer their services.

BEST COPY AVAILABLE

George Burns launches new career

Burns is in love... with country music

By JOE EDWARDS
Associated Press Writer

NASHVILLE, Tenn. (AP) — Cigar-puffing George Burns is not just blowing smoke when he says he loves country music.

"I have fallen in love with country music," the 84-year-old comedian said on a visit here. "It suits my style."

While in Nashville, he worked on a country music album, taped a television special and made his first appearance on the Grand Ole Opry, the revered country music show.

The television special, "George Burns in Nashville???", will be broadcast Thursday night on NBC, 9-10 CDT. Guests include Loretta Lynn, Larry Gatlin and the Gatlin Brothers Band, Minnie Pearl, Roy Acuff and Ben Smathers and his Cloggers.

"I can't get old, because I am," Burns said cheerfully during his visit. "My advice to all senior citizens is to not retire. Get out of bed. I've found I can't make any money in bed."

Asked the secret of his longevity, he said: "I smoke 15 to 20 cigars a day. At my age, you have to hold on to something. I drink a lot of martinis and I dance real close."

Earlier this year, Burns recorded his first country music song, "I Wish I Was 18 Again." It was like just one puff on a cigar — he had to have more.

So he's recorded an album of country music, "George Burns in Nashville," due for release in late November. Among the songs on the album are a Kris Kristofferson piece entitled "Jody and the Kid," the familiar "Ain't Misbehavin'" and "Willie Won't You Sing a Song with Me," directed at country music superstar Willie Nelson.

Many of the songs on the album were written especially for Burns by some of the top writers in country music.

"I like country music singing," he said. "You can sing real slow.

He told reporters he wants his tombstone to read: "I'd like to be standing here reading this."

BEST COPY AVAILABLE

MORNING ADVOCATE

Saturday, Nov. 15, 1980

Appendix A

Doctors offer timely advice to take worst out of winter

By GORDON HANSON
Associated Press Writer

BISMARCK, N.D. (AP) — Want to keep cozy this winter? Try a concoction of cloves and nutmeg, Tang and tea, says a doctor in North Dakota, where folks ought to know.

Dr. Robin Staebler offers the recipe, and a few tips that will reduce the dangers and discomfort of winter. Staebler and Dr. Edward Donatelle also dispel a few of the old ideas about staying warm in cold weather.

"It's a myth when people say they're going to take a slug of whisky because it's cold and it will warm them," says Donatelle. "Alcohol lowers the blood pressure, it reduces the body temperature and the body functions.

"The use of some stimulants like coffee or tea is desirable. They stimulate the body, which we want to do in cold weather."

But this is the one point where the doctors differ.

"This is only theory, not fact, but I'm staying away from coffee or tea because they are really stimulants, not sources of energy," says Staebler. "They race the body's motor, but don't provide the energy. I tell people who want to stay warm to stay away from stimulating drinks."

For a good winter drink, "The recipe I've been using is one I call 'Russian tea,'" Staebler says. "It's two cups of Tang, one envelope of unsweetened lemonade, a half-cup of sugar, half a cup of instant tea, one teaspoon of cinnamon, half-teaspoon each of cloves and nutmeg. Mix it well and use two heaping teaspoons to a cup of boiling water.

"I drink it whenever I feel cool."

Staebler, a native of Ontario, Canada, succeeded Donatelle as chairman of the department of family medicine at the University of North Dakota medical school.

Donatelle, a Wisconsin native, now holds a similar post at the University of Kansas. Both men have also lived in the chilly climes of Minneapolis.

As warming as the idea might be, Staebler says hot baths or showers should be avoided in winter. Temperate is the word.

"Hot baths rob the body of heat," Staebler says. "Water is terrible because it rapidly absorbs heat from the body. In the hospital, we use warm baths to bring temperatures down, and for a long time have used them to reduce fevers."

Hypothermia — the body's inability to hold heat — can kill.

"It's good advice for all age groups, but specifically older people, to develop the 'windshield concept' and make sure they cover their heads in the winter," Staebler said.

"You should cover your head and hands in the winter. The head takes almost 30 percent of the body's entire circulation. It's a tremendous radiator. An uncovered head can chill the body very quickly, although the rest is covered.

"And a lot of people bundle up with jackets, and forget the lower halves of their bodies."

Because of rising fuel and food prices, the elderly — particularly those on small incomes — are subject to a fuel crisis of the body as well as of the home, Staebler says.

Lack of either sufficient warmth or decent diet will sap the strength provided by the other.

"Senior citizens whose nutritional state is not as good have lower reserves," he says. "Like a battery, their cranking power isn't as good.

"Younger people crawl under the covers and produce heat through body mechanisms, but older people must also

(See ★ WARM, Page 4-C)

★Warm

(Continued from Page 1-C)

make sure they have an adequate balanced diet of fat, carbohydrates and protein."

"We've seen older people come in confused, disoriented, who in fact probably suffered from hypothermia and not strokes as we first thought."

Donatelle says it helps to wear porous, heat-retaining garments in layers, such as loosely woven wool or cotton. Bundling up too heavily requires the body to spend energy which may be needed to survive, if not to stay warm.

"The garments should trap air and hold it, and allow for the evaporation of moisture," Donatelle says.

Also, to generate body heat, "You should eat goodly amounts of fat, butter, pork, vegetable oils."

Donatelle said persons in a freezing situation, for example a stalled car, "should maintain activity, not to the extreme, but keep moving. It keeps the circulation going, keeps you from becoming sleepy and depressed."

"That's a dangerous situation. As soon as you become comfortably sleepy, that's probably the first sign you're freezing."

BEST COPY AVAILABLE

MORNING ADVOCATE, Baton Rouge, La., Tues. Nov. 18, 1980

Editorial

Don't let them be taken advantage of that way

Retirees living at home on a fixed income are a natural for schemes taking advantage of their understandable desire to keep ahead of the erosion of inflation on their buying power. And too often, warns the Better Business Bureau, they are victimized after responding to advertisements for making money at home.

Whether it's addressing envelopes, knitting baby bootees, raising worms or what have you, most of those enticing offers fail to provide regular salaried employment. And they most often seek money for instructions or merchandise along with offering false assurance of guaranteed markets and a steady customer demand.

Other con artists work through "lonely hearts" clubs offering to relieve the loneliness of senior citizens but bilking them out of money after winning their confidence. Investing money in new sure-fire businesses attracts older people who don't realize that many new businesses fail within their first year. The failure rate is higher for those who try to operate franchises without previous business experience.

The list goes on. Quack remedies to improve health. Real estate swindles. "Free" is the word to watch out for, be it vacations, prizes, pyramid sales clubs or what have you.

The elderly can forestall the majority of their consumer problems by getting a second opinion before making major decisions involving the expenditure of money. And those of us who haven't quite reached their threshold can assist by not waiting until we're asked for that opinion.

In fact we ought to be helping them ward off these bogus offers which only defraud them of the money they have. Some day we just might appreciate the same help ourselves.

BEST COPY AVAILABLE

RESULTS OF QUESTIONNAIRE ADMINISTERED TO LOUISIANA STUDENTS OCTOBER, 1980

Appendix B

Frequencies of Positive and Negative Descriptions of an older person given by eighth grade students.*

Positive Responses	No. of Responses	Negative Responses	No. of Responses
Nice	2		
Sweet	1	Wrinkled	24
Knowing	1	Gray	20
Generous	1	Feeble	11
Experienced	1	Grouchey	7
Caring	1	Mean	7
Determined	1	Crippled	4
Rich	1	Glasses	4
		Sick	3
		Weak	3
		Old fashioned	3
		Senile	3
		Lonesome	2
		Can hardly walk	2
		Mean	2
		False teeth	2
		Retired	2
		Antique	2
		Old	2
		Talk slowly	1
		Helpless	1
		Bald	1
		Fat	1
		36 or older	1
		Tired	1
		Over 60	1
		Complains	1
		Bad feet	1
		Can't walk	1
		Scared	1
		Stuttering	1
		Over the hill	1
		Ancient	1
		Lazy	1
		Short	1
		Handicapped	1
		Sleepy	1
		Toothless	1
Total	9	Total	122

*Students were asked to list five words or phrases that describe an old person.

RESULTS OF QUESTIONNAIRE ADMINISTERED TO LOUISIANA STUDENTS OCTOBER, 1980

Frequencies of Positive and Negative Descriptions of an older person given by eleventh grade students.*

Positive Response	No. of Responses	Negative Responses	No. of Responses
Loving	4	Slow	10
Kind	4	Wrinkles	10
Concerned	3	Sick	9
Sweet	2	Gray	9
Experienced	2	Helpless	4
Nice	1	Weak	3
Caring	1	Mean	3
Understanding	1	Grouchey	3
Gentle	1	Stubborn	3
Teaching	1	Can't see	3
Godliness	1	Can't hear	3
		Old fashioned	2
		Loss of memory	2
		Poor	2
		Childish	1
		Baggy eyes	1
		Gossiping	1
		Ugly	1
		Tired	1
		Lonesome	1
		Withered	1
		Can't get around	1
		Wheel chair	1
Total	21	Total	75

*Students were asked to list five words or phrases that describe an old person.

Appendix C

YOUTH CONFERENCE

WITH

OLDER AMERICANS

INSTRUCTIONAL RESOURCE CENTER
1022 SOUTH FOSTER DRIVE
OCTOBER 20, 1978

Sponsored by East Baton Rouge Parish School Board
in cooperation with:

Louisiana Retired Teachers Association
"Educators of Yesteryear"
Capital Area Agency on Aging – District II, Inc.
East Baton Rouge Council on Aging
Mayor's Council on Youth Opportunity
Baton Rouge District P.T.A.

Program

8:30 a.m. – 9:00 a.m. ..... Registration

9:00 a.m. – 10:00 a.m. ..... Purposes - William E. Noonan, Jr.
Conference Coordinator

"What is Aging?" – Dr. David Blackwell
Director, Office of Aging Studies, Research and Services
L.S.U. School of Social Welfare

Film: "The Shopping Bag Lady"

10:00 a.m. – 10:15 a.m. ..... Coffee/Orange Juice Break

10:15 a.m. – 12:00 noon ..... Discussion Groups

12:00 noon – 12:45 p.m. ..... Lunch

12:45 p.m. – 1:00 p.m. ..... Film: "The Week-End"

1:00 p.m. – 2:30 p.m. ..... Discussion Groups (continued)

2:30 p.m. – 3:15 p.m. ..... Recommendations from Groups
Presiding: Jack Howell, Supervisor
Department of Research and Curriculum Development

SUMMARY REPORT

Youth Conference With Older Americans
October 20, 1978
Baton Rouge, Louisiana

I.	Overall Evaluation	Page 1
II.	Comments	
	A. By Youth Participants	Pages 1 - 5
	B. By Older Americans	Pages 5 - 8
III.	Conference Recommendations	Pages 8 - 10

EVALUATION REPORT

Youth Conference With Older Americans
October 20, 1978
Baton Rouge, Louisiana

I. OVERALL

0	1	2	3	4	5	6	7	8	9	10
Poor										Excellent

9.4 Average

A. YOUTH

0	1	2	3	4	5	6	7	8	9	10
Poor										Excellent

Number Responding: 1, 4, 12, 28

9.5 Average

B. OLDER AMERICANS

0	1	2	3	4	5	6	7	8	9	10
Poor										Excellent

Number Responding: 3, 7, 8, 23

9.2 Average

II. COMMENTS

A. YOUTH:

What I learned could not honestly be put into words. I never knew that teenagers and elders could be placed in the same group and communicate on the same "wave length". I wish that I could present some of my learned knowledge with my peers ... possibly at school. I for sure plan to look into this. This was a very beneficial conference and should become an annual event.

Super ! I learned a great deal about youth and the aged.

I feel this program brought into view many of the problems shared by senior citizens and young adults. By discussing these problems new solutions for old problems were brought about. I feel that the Youth Conference With Older Americans should be an annual event. Thanks for making it possible.

I feel as if there should be more Youth Conferences With Older Americans. This has been most educational.

I think more conferences of this same type, so that the two groups can have a better understanding of each other views.

Very interesting. I think this was a very worthwhile and informative conference on my part as well as on the part of the older persons. We all enjoyed it and learned from it.

Very informational, interesting and encouraging to discover that the younger generation is really doing some positive thinking and not all "Going to the Dogs".

I feel that this conference was educational for me. I learned a great deal about the elderly that I did not know. It was really great.

I was in group 7. I learned a lot about aging and found it was not as bad as it seemed. I think you should have more conferences on different subjects in the future.

There should be more meetings between younger and older people. The elders should have better living conditions.

Perhaps in conferences to come, try and get a wider range of younger and older individuals with pressing problems affecting these individuals. Plus, individuals from various organizations. I do feel that the conference was very helpful to all concerned and hope we will continue to have this sort of gathering in years to come.

I think that this is the first step towards better understanding in the different age groups. Our discussions were interesting and each individual gained a better insight in regard to the different generations.

I wasn't able to stay for all of it (that is the 2nd discussion group and the end) but the other part I was around for was really good. My favorite part was the film "The Shopping Bag Lady". It really hit me and showed the stereotyped aspect of old age. I enjoyed the discussion groups but our particular group had 4 missing people which slightly hindered our discussions. I liked the recommendations we came up with and the idea of going around and adopting older adults to bring them places(church, shopping, etc.) and also to just be with them.

Even though I was not prepared for this duscussion group, I really learned a lot about other persons' views. I plan to improve my way of thinking and participate in the many different organizations on aging and youth groups.

I think this turned out good. The planning of this group was excellent. The food also was great. I want to thank you very much. I did enjoy this thoroughly. I think you should try another conference like this!!!

I really enjoyed the conference - it was most interesting to relate old and young problems (the same). My only concern is the need for a more structured mini-group - we needed stronger leadership, although ours was excellent. Some persons hardly got to speak because some participants were rather "long-winded".

More people should be picked who would definitely show up. There should also be a few more discussion topics or questions. A conference like this should be continued with greater detail every year.

This conference was a very beneficial one. I enjoy talking and working with elderly people. I think that more of these types of conferences should be held.

I feel that this conference has enriched my knowledge of older Americans, in general. I hope that in the near future, I will be able to do this again because I admire older persons very much. Older people are filled with so much knowledge and wisdom.

It was an experience that I will remember for a long time. Its something we youth and older people should do more often. This is a thought I would like to leave , " We must learn to live together as brothers or perish together as fools."

I enjoyed the discussion session. I hope we could have some more through the year. It helped us (young and old) to understand how the young could get ideas from the old, and the old could get something from the young.

I really enjoyed this conference and got a lot more out of it than I thought. It is up to us now to take what we have learned and put it to practical use.

I feel that there should be more meetings with younger and older people. You really learn a lot if you listen and talk to the older people.

I feel this conference was very educational. This conference has united the young and the old.

Let's do this more !!

Have more meetings like this one. Let this have a widespread influence over the community because a lot of people do not know much about older Americans.

The opinion of this conference was great. For my age I am pleased that I could come to something like this - meeting people, discussing topics, etc. I think they should try to have more of these conferences on aging

because sooner or later everyone will be faced with it.

I would like to see this type of program implemented in every high school.

I felt this conference was very helpful, I found out today that the older generation feels just the same or close to it if we would only sit down and talk about it.

The conference was a good exposure to the problems of older Americans and the interaction was great.

I enjoyed the program and gained from it a greater insight to relations between older and younger Americans.

I feel this was a very nice thing to do. It gave both young and old a chance to share their feelings and comments. I definitely think there should be more of these conferences!

I enjoyed it, I feel that they should have more of these to get more envolved and communicate more with the young and the old.

I feel the discussions were magnificant. I really learned things I did not know. Maybe more comfortable chairs could be provided. This conference should be held once a month.

I feel this meeting was a very good idea and it should be continued. I learned a lot and I am sure everyone else did. It will help me to make decisions in the future for myself and others. We had a chance to meet and work with people and I enjoyed it thoroughly.

I feel like it really opened my eyes to some problems of the aging. I enjoyed hearing Dr. Blackwell's comments and the conference very much. I feel that I am going to try an aid the aging even though I stay very busy with Student Government. I would like to see our Student Government promote interaction with the aging and help them whenever necessary. We are all individuals and have the right to say no to helping our fellow man but through programs like this it would open many eyes to problems of aging.

I have really learned a lot today. I think that it is a good program.

I think the intentions of the conference are excellent but the recommendations need to be followed up to make it successful. My compliments go to Mr. Noonan on establishing and starting this conference.

This program was excellently designed and put on although to establish a week long seminar could prove even more effective. It is good to see the School Board take an interest in programs such as this, and I would hope to see more established in the future.

Great! It showed that the old and the young can get along good together. Need to get together more with all of us.

I really had a terrific time today at the Youth Conference With Older Americans. It was very informative. I think they should try to get more young students involved.

Suggest that more spread be made available in terms of socio-economic distribution and representation, particularly of older Americans.

This was a great experience for me. Older Americans need the companionship of the youth of the world to live and be happy.

B. OLDER AMERICANS:

Impressed with the quality of the youth participants - wholesome experience for the older American - frank, open discussions prevalent

The conference was well planned. I feel that more conferences of this nature should be held. We gained respect from the younger persons as how they felt about us. Both groups were able to gain an understanding from each other. We learned that we all need love, care and respect from each other.

The conference was perfect. The participation in our group was wonderful. I would like to recommend for next year's conference (1) begin the program with a prayer (2) provide some kind of music.

Please try to do this again in the near future.

Conferences such as this should be held for the purpose of promoting individual dedication to give more service in solving the present problems in this area.

An outstanding, well planned and coordinated conference. A most needed emphasis in our society today! Thanks to Mr. Noonan for taking the inititative.

The opportunity to discuss problems with young people was stimulating and makes an older person grow in appreciation of youth.

Meetings of this sort surely create ideas and better relationships with the different ages. As I've always known "Young people are great".

Congratulations! A great beginning. Hope more young could do the next one and speak out more. Maybe they were too respectful this time.

The meeting was well run, the food delicious, and the participants well selected. I hope some program will be forthcoming to implement the suggestions made.

It is a pleasure to work together with different groups on an equal basis. Respect and appreciation is gained for people as individuals -- not just age groups.

The "communication gap" is not as broad as one might believe. The youth have a great need to discuss their problems with older people and young people value the opinions of older persons, especially their parents.

I feel sure that I have learned a great deal today. I can see what talking and thinking together can do.

I thank you for the invitation to be a part of such a conference. I hope the people involved will show love, usefulness and consideration for others .

Congratualtions to the "planning Committee" - well organized. The conference was inspiring and informative. We need more gatherings like this. I did not like the film "The Week-End".

The discussions were both inspiring and informational . The members of the group were all seemingly quite interested in the problems. Some indicated a better understanding and appreciation of the problems of teenagers and older Americans.

A very good relationship - for the present and the future. It was a very good discussion and I really enjoyed it.

Young people are O.K. They want to know more about us. We older people should try and understand them better. We want more of these meetings. In this meeting today we have learned about each other.

Great - wonderful to be so close to the young people - their views and comments on the aging were well worth the time and effort . Only one word for this type of meeting - Great!

Would have preferred less chat from the elderly and more input from the younger ones. L.S.U. could offer courses in group leadership.

We need more of these conferences and have the Social Studies courses in the schools promote more of them.

We had open communication and feel that this is what is needed between people of all ages. The young ones were outstanding with their comments and ideas.

Show a little kindness - It goes a long way sometimes. Growing old is mind over matter. If you don't mind - It doesn't matter. I think our young people are great.

Was just a little too long. Good communication - Young people at our table asked good questions about social security.

The more we work together, the more understanding we become.

Should have more young people involved.

Excellent

Very stimulating - perhaps a more mixed group scholastically would add interest from another viewpoint.

This type of meeting should be held either annually or semi-annually. The number of participants could be extended to a few more.

We think that the young and old must work together.

The Youth Conference With Older Americans was very good.

Good for a starter - needs expansion.

Groups should rotate.

The conference was interesting and valuable in many ways.

There should be more conferences of this type. More persons need to know about the many services being offered and what they can do to really help where it is hurting. I feel that because of inflation retired teachers should not pay income tax. Nor should persons drawing social security (low income) pay social security and $2.00 for $1.00 when they earn over $3,000. This seems to be taking from them all

roads of independency.

Very Interesting

A day well spent. Learned more awareness to youth and older Americans.

A very good beginning - future efforts should be made to further the understanding between youth and adults. More boys should be brought in.

A good conference - good lunch - good group. I hope students go back to their schools and use the information and sharing.

III. CONFERENCE RECOMMENDATIONS

Group 1 Modify or curtail media treatment of stereotype-oriented journalism.

Greater opportunities for social contact (seminars, dance classes, etc.)

Adapt a section in high school curriculum (elective - sociology course)

"Older American Week" - involving exposure of students to problems and needs of older Americans in the local community through presentations in schools, churches, etc.

Greater number of youth conferences (like this one) and a plea for individual commitment

Group 2 Youth council should organize a club of young people, in order that the young people can plan and work with the elderly people. They should sponsor an organization of these clubs. Do this in cooperation with the schools and other groups. The School Board may get an organization of this sort started in our schools.

A meeting of this type, that took place today, should be held yearly and that a prayer and some music should be included.

Group 3 To plan activities to prompt intergenerational contact.

To develop a buddy type activities to express ideas, interest.

Take time with one whom you have met.

Present programs like this but advertise it more.

Group 4 Integrate into the school curriculum at the elementary level a unit of study to promote awareness of the aging process, and at the secondary level a required course concerning the aging process.

Establish a community center of older Americans which will be a resource for younger persons and organizations who wish to request skills and services.

Group 5 Our first recommendation is for a curriculum to be developed where young and old could work together in career situations, social activities, and on an educational basis.

Secondly, we recommend a continual partnership between the young and old, with the realization that both young and old need dignity - the right to love and be loved - feel they can contribute - and have the desire to step forward in life.

Group 6 Combined with Group 8 for recommendations

Group 7 Discussion of shared responsibility among family members- grandmother living in the home - shared responsibility includes each member contributing to the decision making process - no one member encroaching on the rights and privacy of the others. Young people feel that parents should make final decision.

Retirement - should older people continue working and keep youth from getting jobs? Difference of opinion - general concensus was the need factor. If need is not a factor, the feeling was - retire and "enjoy." Service given is the record.

Socializing - youth and age - much can be gained by having an occasional get-together. This means a place that is suitable to all ages - parties at home - outdoor gatherings of family, etc.

Point was made that often the young people who need this kind of gathering are not included. There should be more of these conferences - planned by youth with advice from mature persons.

Re-emphasize family relationships through family conferences. Better family communication. . Volunteer services should not be taken advantage of - closer supervision on students - as to absence, tardiness, etc.

Group 8 That the "Youth Conference With Older Americans" be an annual event.

Students call the Council on Aging to see where they can help.

Notice of school events after school should be made known to older citizens and admission to these events be free, (Concerts, Plays, Discussion Groups)

Positive attitudes can only be fostered by providing more activities at the schools which would provide interaction between the different age groups.

Group 9

Each person should make his/her own decision, but when discussed with other minds may be modified if not changed.

Retirement does not mean "quitting time." Sometimes older people not burdened by same demands of younger people and retirement can be super.

Cooperation, communication and love are key words. Guidelines, not strict rules should govern. Shared interests bind together. Happiness is what you become - not just what you have acquired.

Group 10

To develop training programs to prepare persons to work in nursing homes and other similar places that would have the technique and expertise and also the human response of love and kindness.

The School Board should continue to examine ways to bring the developmental process of aging into the curriculum. Conferences, films, and other opportunities for older persons to interact with students should be examined. Athletes, successful businessmen and leaders in the community could be included.

Try to develop interest among researchers to develop an instrument in standards to evaluate an individual's ability to perform regardless of age.

Group 11

Older people would benefit from a church or community group taking an interest in them.

Develop a test along with on-site observations to see if people when they reach the age of 65 are still capable of working and teaching.

State Times/Morning Advocate October 18, 1978

Youth Conference to Study Stereotypes

One hundred Baton Rougeans, half of high school age and half in their retirement years, will have an opportunity Friday to learn if the stereotypes of youth and aging are true.

That chance is being provided by a Youth Conference with Older Americans sponsored by the East Baton Rouge Parish school system and six area agencies.

The conference's primary purpose is to have younger and older citizens sit together and learn more of each other's daily lives. Conference organizers said they expect the young and old will find many similarities in their hopes, frustrated goals and worries.

The conference organizers' secondary goal is to gain recommendations from the young and old that might be used by participating agencies in future policy-making.

For example, interest may be stimulated in developing high school or adult education courses that deal directly with retirement, pensions, nursing homes, housing, transportation, family relationships, illnesses and death.

Each parish high school of the public, private and parochial school systems have been asked to send two juniors and one senior to the conference.

David Blackwell, director of the Office of Aging Studies, Research and Services of LSU's School of Social Welfare, is to deliver the conference's one address, "What is aging?"

Conference participants will then form discussions groups for the major portion of the conference. The conference has made no provision for observers, since full participation is the goal.

In addition to the public school system, the conference sponsors are: Louisiana Retired Teachers Association, Educators of Yesteryear, Capital Area Agency on Aging, East Baton Rouge Council on Aging, Mayor's Council on Youth Opportunity and the Baton Rouge District Parent-Teacher Association.

The conference is scheduled to meet 8:30 a.m. to 3:30 p.m. Friday at the Instructional Resource Center.

Retirement Age Persons, Student Meeting Slated

Fifty high-school-age Baton Rougeans and 50 Baton Rougeans of retirement age will get together here Friday from 8:30 a.m. until 3:30 p.m. at the Instructional Resource Center on South Foster.

The objective of the Youth Conference with Older Americans is to have the two groups learn more about each other and conference organizers say they expect the two groups to find many similarities in their hopes, frustrated goals and worries.

The conference's secondary goal is to get recommendations from young and old which the participating agencies can use in future policy-making.

Each parish high school of the public, private and parochial school systems were asked to send two juniors and one senior to the conference.

Participants will hear one address and then form discussion groups for the major portion of the conference.

The one address, on "What Is Aging?," will be by David Blackwell, director of the Office of Aging Studies, Research and Services of LSU's School of Social Welfare.

The gathering is sponsored by the East Baton Rouge Parish school system, the Louisiana Retired Teachers Association, Educators of Yesteryear, Capital Area Agency on Aging, East Baton Rouge Council on Aging, Mayor's Council on Youth Opportunity and the Baton Rouge District Parent-Teacher Association.

BEST COPY AVAILABLE

RESULTS OF QUESTIONNAIRE ADMINISTERED TO
EAST BATON ROUGE PARISH STUDENTS IN 1980

Appendix D

Frequency of Positive and Negative Descriptions of an older person given by third grade students.*

Positive Responses	No. of Responses	Negative Responses	No. of Responses
Nice	4	Gray Hair	11
Wise	2	Wrinkled	8
Very smart	1	Arthritis	6
Intelligent	1	Cramp in back	3
Happy	1	False teeth	2
		Old	2
		Has a walking stick	2
		Wears glasses	2
		Hunchback	2
		Short	2
		Weak	2
		Easy to get hurt	1
		So - so	1
		Unhappy	1
		Hard to walk	1
		Funny	1
		Sort of big	1
		No teeth	1
		Cannot see well	1
		Cannot hear well	1
		Cancer	1
		Needing love	1
		Ugly	1
		Certain clothes	1
		Won't mention age	1
		Weary	1
		Dry skin	1
		Lazy	1
		Retired	1
		Not active	1
TOTAL	9		61

*Students were asked to list five words or phrases that describe an old person

BEST COPY AVAILABLE

RESULTS OF QUESTIONNAIRE ADMINISTERED TO
EAST BATON ROUGE PARISH STUDENTS IN 1980

Frequency of Positive and Negative Descriptions of an old person given by fifth grade students.*

Positive Responses	No. of Responses	Negative Responses	No. of Responses
Nice	12	Old	7
Helpful	4	Gray hair	5
Caring	2	Mean	5
Good person	2	Decrepit	2
Concerned	1	Little	2
Happy	1	Ugly	2
Colorful	1	Grumpy	2
Playful	1	No teeth	2
Gentle	1	Wrinkles	2
Loveable	1	Backaches	1
Smart	1	Dumb	1
Sweet	1	Funny	1
Wise	1	Messy	1
Kind	1	No good	1
Working	1	Hard head	1
Loving	1	Freckles	1
Friendly	1	Shaking	1
Pretty	1	Eats tobacco	1
Fun	1	Looks like witch	1
		Has big nose	1
		Old in need of help	1
		Need food	1
		Need money	1
		Need medicine	1
		Need compassion	1
		Have a cane	1
		Eye glasses	1
		Talk funny	1
		They bend over	1
		Old clothes	1
		Bad back	1
		Weak	1
		Sick	1
		Lonely	1
		Crabby	1
		Hard of hearing	1
		Edgy	1
		Cannot drive	1
		Dress funny	1
		Wheel chair	1
		Lazy	1
TOTAL	35		61

*Students were asked to list five words or phrases that describe an old person.

Appendix D

RESULTS OF QUESTIONNAIRE ADMINISTERED TO
EAST BATON ROUGE PARISH STUDENTS IN 1980

Frequency of Positive and Negative Descriptions of an older person given by seventh grade students.*

Positive Responses	No. of Responses
Nice	7
Loving	3
Generous	3
Wise	2
Helpful	2
Happy	2
Neat	1
Kind	1
Caring	1
Fun to be with	1
Active	1
Love grandchildren	1
TOTAL	25

Negative Responses	No. of Responses
Gray Hair	6
Old	5
Sick	5
Mean	5
Helpless	5
Slow	4
Can hardly walk	3
Wrinkled	3
Nervous	3
Weak	2
Inactive	2
Can't see well	2
Can't hear well	2
Disabled	2
Fuss a lot	2
Grouchy	2
Crippled	2
Handicapped	1
Can't help themselves	1
"Bent over walk"	1
False teeth	1
Walk with a cane	1
Alone	1
Sometimes in bad mood	1
Unhelpful	1
Don't work	1
Don't talk a lot	1
Sad	1
Not understanding	1
Demanding	1
Bald head	1
No teeth	1
Smells like Ben-gay	1
Sloppy	1
Sits and rocks	1
Sleep a lot	1
Worried	1
In a wheelchair	1
Small	1
Sad	1
Unuseful	1
Person in bed	1
	80

*Students were asked to list five words or phrases that describe an old person.

RESULTS OF QUESTIONNAIRE ADMINISTERED TO
EAST BATON ROUGE PARISH STUDENTS IN 1980

Appendix D

Frequency of Positive and Negative Descriptions of an older person given by eighth grade students.*

Positive Responses	No. of Responses	Negative Responses	No. of Responses
Nice	7	Slow	5
Kind	5	Senile	4
Understanding	4	Wrinkled	3
intelligent	4	Old	3
Wise	3	Crippled	2
Friendly	2	Grouchy	2
Active	2	Old fashioned	2
Sweet	2	Mean	2
More privileges	1	Funny	2
Experience	1	Fragile	1
A person of longer years	1	Bossy	1
A nice part of history	1	Mean	1
Interested	1	Arthritis	1
Constructive	1	Sick	1
Patient	1	Helpless	1
Free hearted	1	Blind	1
Generous	1	Hard of hearing	1
Spry	1	Gray hair	1
Strong minded	1	Kick the bucket	1
Fun to be with	1	Nervous	1
Trys to be helpful	1	Inactive	1
Humble	1	Funny	1
Caring	1	Needy	1
		Fair	1
		Destructive mind	1
		Conservative	1
		Absent minded	1
		Bad vision	1
		Reading problem	1
		Not too nice	1
		Old foggie	1
		Weak	1
		Doesn't understand what you say	1
TOTAL	44		49

*Students were asked to list five words or phrases that describe an old person.

RESULTS OF QUESTIONNAIRE ADMINISTERED TO
EAST BATON ROUGE PARISH STUDENTS IN 1980

Frequency of Positive and Negative Descriptions of an older person given by tenth grade students.*

Positive Responses	No. of Responses	Negative Responses	No. of Responses
Nice	3	Old	7
Wise	3	Old foggie	5
Polite	1	Senile	3
Knowledgeable	1	Wrinkled	3
Patient	1	Old lady	3
Intelligent	1	Coot	3
Time for grandchildren	1	Over the hill	2
Good to talk to	1	Feeble	2
Beautiful	1	Dependent	1
Friendly	1	In a "home"	1
Loving	1	Hard of hearing	1
		Cripple	1
		Cranky	1
		History	1
		Social security	1
		Forgotten	1
		Retirement	1
		Ready for nursing home	1
		Don't think the way young people think	1
		Gramps	1
		Slow poke	1
		Old hag	1
		Slow	1
		Talks about the past	1
		Leftout	1
		Gray	1
		Over 60	1
		They are in wheelchairs	1
		Sad	1
		Lonely	1
		Helpless	1
TOTAL	15		51

*Students were asked to list five words or phrases that describe an old person.

RESULTS OF QUESTIONNAIRE ADMINISTERED TO
EAST BATON ROUGE PARISH STUDENTS IN 1980

Frequency of Positive and Negative Descriptions of an older person given by twelth grade students.*

Positive Responses	No. of Responses
Wise	4
Kind	2
Nice	2
Willing	1
Happy	1
Modest	1
Patient	1
Smart	1
Living your fullest	1
In your prime	1
At your best	1
Loving	1
Caring	1
Understanding	1
Young in mind	1
Member of society	1
Forgiving	1
Generous	1
TOTAL	23

Negative Responses	No. of Responses
Senile	4
Wrinkled	3
Slow	3
Walks slow	2
Talks slow	2
Hard of hearing	2
Inactive	2
Old	2
Ugly	2
Forgetful	2
Disagreeable	1
Bad eyes	1
Need much rest	1
Helpless	1
Molded	1
Saged	1
Brokendown	1
Cannot function	1
Half-dead	1
Like children	1
Unaware	1
Don't care	1
Bad posture	1
Gray	1
Cannot work	1
Dependent	1
Grouchy	1
Old fashioned	1
Annoyed by young people	1
Dumb	1
Reaching your limit	1
Religious	1
Nursing home	1
Retirement	1
Over the hill	1
Aged	1
Sickly	1
Over 65	1
A person who feels left out	1
A person who wants attention	1
	54

*Students were asked to list five words or phrases that describe an old person.

EAST BATON ROUGE PARISH SCHOOLS
Dr. Clyde H. Lindsey, Superintendent

SCHOOL BOARD MEMBERS

Mr. A. Bridger Eglin, President
Mrs. Eileen Armstrong
Mr. J. O. Claudel
Mr. Randall Goodwin
Mr. L. L. Hines
Mr. Donald D. Hunt, Sr.
Mr. Martial J. LaFleur, Jr.
Mr. T. H. Montgomery
Mr. Ben H. Peabody
Mr. George Richard
Mr. Pat Screen
Mr. Wally W. Wells

"We are an equal opportunity employer."

PLANNING COMMITTEE

William E. Noonan, Jr., Chairperson, East Baton Rouge Parish Schools
Alice A. McKay, Secretary, East Baton Rouge Parish Schools
Sandra Adams, Capitol Area Agency on Aging, District II, Inc.
Wayne Berry, Helping Teacher of Media, East Baton Rouge Parish Schools
Elma Block, Specialist, Parenting and Drug Abuse Education, East Baton Rouge Parish Schools
Dr. David Blackwell, School of Social Welfare, Louisiana State University
Jacque Brown, Coordinator, Work Study Program, Choctaw Center, East Baton Rouge Parish Schools
Tiffany Davidson, Student, Mayor's Council on Youth Opportunity
Bob Eisenbock, Student, Mayor's Council on Youth Opportunity
Doveal Essex, Representative, Mayor's Council on Youth Opportunity
Mary Grenchik, Student, Mayor's Council on Youth Opportunity
Louis Hamilton, Representative, Mayor's Council on Youth Opportunity
Marjorie Hines, Representative, Educators of Yesteryear
Jack Howell, Supervisor, Research and Curriculum Development, East Baton Rouge Parish Schools
Ruth Keen, Retired Citizen
Sharon LaFleur, Representative, Baton Rouge Council on Aging
Dr. Thomas Landry, Representative, Retired Teachers of East Baton Rouge Parish
Odette Long, Supervisor, English and Humanities, East Baton Rouge Parish Schools
Michael McCullogh, Graduate Student, Louisiana State University
Tom Miller, Director, Guidance and Related Services, East Baton Rouge Parish Schools
Montee Milner, Teacher, Broadmoor High School
Ernest Murphree, Director, Secondary Education, East Baton Rouge Parish Schools
Norma Peat, Representative, Educators of Yesteryear
Brenda Perry, Student, Mayor's Council on Youth Opportunity
Sarah Prescott, Supervisor, Guidance, East Baton Rouge Parish Schools
Barbara Salmon, Representative, Mayor's Council on Youth Opportunity
Bertha Smith, Representative, Mayor's Council on Youth Opportunity
Vee Wersher, Information Agent, East Baton Rouge Parish Schools
Greydon Walker, Assistant Superintendent, Administrative Services, East Baton Rouge Parish Schools
Sue Wittmer, Baton Rouge District P.T.A.

78/6/185

BEST COPY AVAILABLE

TEACHING ABOUT AGING

Author:	Francis E. Pratt
Publisher:	Social Science Education Consortium, Inc. and ERIC/ChESS 855 Broadway Boulder, Colorado 80302
Publication Date:	1977
Availability:	From publisher
Grade Level:	K-12
Subject Area:	Aging and Multidisciplinary

Overview

Teaching About Aging is a resource book for elementary and secondary teachers who want to introduce the study of aging and the elderly into the curriculum. It contains a rationale for teaching young people about aging; issues and implications of growing old in American society; suggestions for integrating the topic into various social studies classes; classroom strategies; a two-week minicourse; and resources for further exploration of the subject. The author's major goal is to give the young and the elderly a chance to interact, thus eliminating the stereotypes of the elderly predominant among young people who have had very little contact with this segment of the population.

Materials and Cost

Teacher Text: *Teaching About Aging*. By Francis E. Pratt. 75 pp., 8¼" x 10¾", paperbound	$3.25

Required or Suggested Time

Teaching About Aging suggests numerous classroom strategies, most requiring from one to two class periods to complete. In addition, a two-week minicourse is described which incorporates some of the suggested activities.

Intended User Characteristics

This resource would be useful to any elementary or secondary teacher interested in introducing the topic of aging into the curriculum. Suggestions are offered for teaching about aging in history, political science, economics, sociology, psychology, and anthropology classes. Although the activities described are written for use with high school students, many can be adapted easily for use with younger students. Also, there are specific suggestions for the elementary grades. Many of the activities require students to interact in some way with elderly people in their community. Before implementing the minicourse, the teacher must identify ten to 15 senior citizens who will agree to participate. No special training is required for the teacher; however, it may be useful for teachers to examine some of the suggested resource materials to become familiar with the topic before proceeding.

Rationale and General Objectives

In his rationale the author emphasizes the need for education about aging. Citing personal classroom experience, Pratt points out the stereotypic attitudes young people have regarding senior citizens. He believes a sound educational approach should confront the issues of aging squarely and "avoid glossing over" the ugly realities. It should also demonstrate that old age can be a time of promise and fulfillment and that it is neither inevitably nor intrinsically bad to grow old. The purposes of the resource are to examine important issues about aging in American society, to look at the issues as they relate to various social science disciplines, to suggest specific strategies for dealing with the issues in social studies, and to recommend resources for teachers and students who want to further explore the subject.

Content

Teaching About Aging consists of five chapters. Chapter 1, "Why Teach the Young About the Old?" stresses the need for education about aging. The author illustrates this need by citing a personal classroom experience. Chapter 2, "Who Are the Elderly?" focuses on issues related to aging. These issues include the stereotyping of senior citizens, the segregation

Copyright © 1978, by Social Science Education Consortium, Inc., Boulder, Colorado 80302. Data sheet by Judith E. Hedstrom. Reproduction in whole or in part without written permission is strictly prohibited. All rights reserved.

BEST COPY AVAILABLE

of young from old in American society, problems of poverty and unemployment among older Americans, the youth orientation of American society, and the need to educate citizens that old age is not necessarily bad but can be a very rewarding and fulfilling time of life. In the third chapter, "Aging and the Social Studies," two case studies of elderly men are examined. Suggestions are given for using the case studies in various social studies classes. Chapter 4, "Strategies for Teaching and Learning," describes 17 activities related to the study of aging and the elderly, which have been used successfully in classroom situations, and a list of suggestions for use with elementary students. The final chapter focuses on "Aging in the Curriculum." Fourteen general goals are listed, and there is a brief discussion on integrating the topic at all grade levels. The major part of this chapter is devoted to a day-by-day description of a two-week minicourse in social gerontology taught by the author. The course involved high school students as well as 16 senior citizens from the community. The chapter concludes with a discussion of the course evaluation and a "Quiz on Aging and the Elderly." A section entitled "Resources for Teaching and Learning" includes annotated listings of classroom materials, film guides, teacher materials, publications for the elderly, journals, organizations, books, articles, U.S. government publications, and ERIC documents.

Teaching Procedures

Teachers can select from the suggested activities, integrating them into their classes where they see fit. Other options are to conduct the minicourse described or to organize their own minicourse. Suggested strategies include, case studies, valuing activities, simulation and role-playing, and using human resources.

Evaluative Data

The two-week minicourse, which includes many of the activities described, was offered in 1975 at Acton-Boxborough Regional High School, in Acton, Massachusetts. Forty-five 11th- and 12th-grade students in anthropology and sociology participated, along with 16 senior citizens from the community. According to the author, the impact on student attitudes was dramatic. Following small group sessions, students and senior citizens anonymously completed two statements on paper: "I learned that. . ." and "I was surprised that. . . ." Pratt states: "Not a single negative comment was received from any of the participants, young or old, and it was clear from the responses that the negative views and stereotypes of just a few days earlier were already beginning to break down."

BEST COPY AVAILABLE

Curriculum Resources on Aging
Including Projects and Special Units for K-12

K-6

•• Atwood, H. Mason. Activities for Teaching About Aging--Primary and Intermediate Grades. Muncie, Indiana: Teacher Education Program on Aging, Ball State University, 1975.

This resource was designed for elementary school teachers. Activities are categorized according to the subject area for which they are appropriate--mathematics, social studies, etc. Within each of the categories, the lists are labeled according to the areas of concern associated with the study of aging which they address--"Income," "Health," etc.

Included in the publication is an annotated bibliography of readings for elementary school children and references on films useful in teaching about aging.

•• Comeaux, Marie. Curriculum Materials on Aging. Suggested Supplement to Bulletin 954: The Curriculum Guide for Home Economics in Louisiana, Workshop Report, University of Southwestern Louisiana, School of Home Economics, 1967.

Various designated areas of instruction appropriate to Home Economics, such as Management and Consumer Problems and Textiles and Clothing are cited with supplement teaching materials for the aging. Supplement teaching materials suggested include: story devices, general goals and explicit goals, basic learnings, and suggested learning experiences.

Gross, Pauline P. Unit on Aging: Grades 4-6. May 9, 1975, San Jose State University, San Jose, CA 95192.

Although written primarily for use with 10-12 year-olds, several of the activities easily can be adapted for use with older as well as younger age groups. The role play situations are particularly good with older students. Good questions are outlined for students to consider when visiting Senior Citizen Centers.

Ianni, M.E. Sensitizing Children to the Aging Process and the Older Adult. Indiana, PA: Indiana University of Pennsylvania, 1974.

The concepts of this curriculum were developed from a human developmental perspective and designed especially for fourth through sixth grade students. However, the concepts could be further developed to provide the foundation of a curriculum for older students.

Ianni, Mary Ellen and Margaret Strachan. "In Loco Grandparentis." Instructor, 82:6, February 1973, pp.174-5.

Describes a seven-week unit on "Sensitivity to the Aging Process" for elementary students, and a program which utilizes retired persons as classroom aids.

K-6 (continued)

Jacobs, Bella, Pat Lindsley, and Mimi Feil. A Guide to Intergenerational Programming. Washington, DC: National Council on the Aging, 1976.

This publication was developed as a training guide to prepare youth volunteers to work effectively with older persons, particularly in Senior Citizen Centers. However, of the suggested activities and exercises, most could be used equally well in the classroom setting to sensitize students to the needs and concerns of the older population.

Several program suggestions are offered to bring the young and old together. In addition, films are listed, including brief descriptions and information for obtaining them.

Jacobs, Esther E. Education for Aging in the Elementary School: An Annotated Bibliography. Muncie, Indiana, Ball State University.

This annotated bibliography includes an extensive listing of books for elementary students on grandparenthood, the elderly, and death. Books with copyright dates after 1973 are not included.

Keyword Index to Training Resources in Aging. KWIC Training Resources in Aging Project, Center for the Study of Aging and Humam Development, Duke University, Box 3003, DUMC, Durham, NC 27710. Contact the program for information on availability and cost.

Includes curriculum appropriate to elementary and secondary education and a cumulative index to training materials for designers and planners of training in the field of aging.

Parker, Pamela L. Understanding Aging. Philadelphia, PA: United Church Press, 1974.

This curriculum resource was designed primarily for use with intermediate (grades 4-6) and junior high (grades 7-9) school students. The curriculum is divided into four sections: What is old?; How did we get that idea of old?; Growing old brings problems; and Celebration of Past and Present. Activities accompany each section.

The guide includes excellent sections on: passages and stories in the Bible which focus on older persons; relationships between the young and old; and attitudes toward older persons. Leaders of church youth groups should find this publication particularly useful.

** The American National Red Cross. Guidelines: Youth Service to the Aging. Washington, D.C., March, 1976.

These guidelines have been developed to assist youth and adult leaders in Youth Service Programs and other chapter services and community organizations in initiating, strengthening and extending youth service to the aging.

Buckley, Isabella. Youth Looks at Aging. Raleigh, NC: State University Agricultural Extension Service, 1975.

This thirteen-page Extension bulletin includes three lessons which focus on aging. The purpose of the lessons is to help young persons to understand their own thoughts, feelings, and attitudes toward old people. The contents include: Inventory of Your Attitude Toward Aging, Sense "Growing Old" Through Music, View Aging Through Pictures, Stories Tell About Attitudes.

** Cameron, Marcia J. Views of Aging: A Teacher's Guide. Ann Arbor, Michigan: Institute of Gerontology, University of Michigan--Wayne State University.

This publication consists of materials on aging which can be incorporated into various courses. Although the unit was designed primarily for students in grades seven through twelve, it can easily be adapted for use with elementary or university students. Included in the manual are summaries of aging topics, references for further study and background for lectures, and a variety of classroom and homework activities.

Jacobs, H. Lee. Youth Looks at Aging: A Unit of Study on Aging at the Secondary School Level. University of Iowa, Division of Extension and University Service, 1969.

This unit on aging, designed primarily for use with secondary school students is built around 18 major questions which youth have asked concerning various aspects of aging. Included is quite extensive information about the sociological and psychological aspects of aging. Learning activities accompany each section.

Paranya, Ann C. Unit on Aging Taught in Lexington High School, ERIC Clearinghouse for Education, 1974.

This unit on aging was prepared for use in high school sociology, marriage and family classes. The unit, which can be taught in four classroom sessions, includes: outline of course objectives, teaching strategies, and the results of the course evaluation by pupils, senior citizens, and teachers. A bibliography of books on aging is included.

7-12 (continued)

Handbook For Instruction On Aging in California Public Schools, K-12. California State Department of Education, Sacramento, 1978. (38 pp.)

Rashkis, Zara. Grow Old Along With Me, from Thematic Units in Teaching English and the Humanities. National Council of Teachers of English, 1976.

Designed as an introduction to some considerations of the elderly, the unit includes strategies for attitudinal explorations in typical views of the elderly. Daily lesson plans and activities, materials, methods of evaluation, suggested related activities, and handouts on project assignments are presented.

Saxe, Adele. The Young Look at the Old: Curriculum Building in the Area of Aging. San Jose State University, San Jose, CA 95192

A Manual to Assist in the Development of Courses on Teaching about Aging. Published by San Jose State Department of Recreation and Leisure Studies. Price: $3. To obtain copies, write to: Gerontology Education and Training Center, School of Applied Science and Arts, San Jose State University, San Jose, CA 95192.

Develops a rationale for education for aging, and discusses general content of a course. Gives information on how workshops on the subject can be set up, and a plan for a one-week course. Sample teaching materials and resource lists are included.

Smith, Gary R. Comparative View of Aging. University of Colorado, Center for Teaching International Relations, 1975, Second Edition, Revised, 95 pp.

Showing a variety of learned behavior about aging, activities in this unit are designed to help high school students become aware that their views (preconceptions) on aging are not universally held. Objectives of the unit include study of global perspective on aging and its problems, understanding the effects of population growth and economic development on behavior toward old people, and ability to suggest alternative futures for the elderly.

Pratt, Fran. Teaching About Aging. (1976) SSEC, 855 Broadway, Boulder, CO 80302. (75 pp.) $3.25.

Pratt, Fran with Castendyk, Chris. "Perspectives On Aging," (How To Do It Series) National Council for the Social Studies, 1978. (8 pp.) $1.00.

** Conducted special program for teachers in Concepts of Aging for Children. For further information, write directly to the organization.

EDUCATION ABOUT AGING

Background Information on Aging

de Beauvoir, Simone, The Coming of Age. Warner Paperback Library, New York, 1973.

A thorough discussion of aging today. Develops an historical perspective of aging and covers all facets of the problem including biological, psychological, and sociological aspects. Recommended as a basic for an understanding of aging.

Ernst, Marvin, & Herbert Short, Sensitizing People to the Process of Aging: The In-Service Educator's Guide. Denton, TX: Center for Studies in Aging, the School of Community Service, North Texas State University, 1975.

This publication is basically intended as a resource for exploring the causes and effects of sensory and physical changes in the older person. Although it was designed to train individuals offering care in nursing homes, many of the activities can be successfully adapted to the classroom setting to sensitize students to the aging process.

The first chapter orients the instructor to the training process. Subsequent chapters are divided into sections which focus on each of the senses (sight, hearing, touch, etc.). Activities, discussion questions, and a bibliography are included in each chapter.

Foley, Mildred G., Something Wonderful Happens When R.S.V.P. Comes Into a School. Ohio Commission on Aging, 34 North High Street, Columbus, OH 43214, 1974. (Single copies available free of charge)'

Prepared for use by RSVP (Retired Senior Volunteer Program) directors, this manual could also be used by various school personnel interested in the involvement of the senior volunteer in grades K-12.

Four Stages of Life - A Comparative Study of Women and Men Facing Transitions, Tossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, CA 94111.

Grabowski, Stanley and W. Dean Mason. Learning for Aging. Adult Education Association of the USA and ERIC Clearinghouse on Adult Education, Washington, D.C., 1974.

A compilation of articles covering a variety of different aspects of education for aging. Among the topics discussed are the role of education in an aging society and informal approaches in education for aging.

Moss, Walter G. (ed), Humanistic Perspectives on Aging. Ann Arbor, MI, Institute of Gerontology, University of Michigan, 1976.

This publication includes bibliographies on literature related to aging and old age including drama, essays, novels, poetry, short stories, and autobiographies by older authors. The literature was selected on the basis of insights it could provide into aging, old age, and death.

National Council on the Aging., Inc., The Myth and Reality of Aging in America. Louis Harris and Associates, 1828 L Street, N.W., Washington, D.C. 20036.

National Retired Teachers Association, 1975-1976 Youth Conferences on Older Americans. 1909 K Street, N.W., Washington, D.C. 20049.

Sponsored by the National Retired Teachers Association, American Association of Retired Persons, and the National Association of Secondary School Principals, this booklet recounts some of the dialogue between young and old attending the session.

"Population Bulletin" (Vol. 30, No. 3) - The Elderly in America. Population Reference Bureau, Inc., 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036.

Roumpf, Margaret, Hand in Hand Leader's Guide. Salem, Oregon: Santiam Girl Scout Council.

This manual was written as a guide for developing intergenerational programs by Girl Scout organizations. However, the materials and information could easily be adapted for use in any educational program for youth which focuses on aging. The guide includes basic information on the aging process, resources, and several excellent activities.

Simmons, Patricia Worth, Yesterday's Children. New York: Aurora Publications, 1974.

This publication consists of a collection of photographs of older adults showing diverse activities, health, etc. Each photograph is accompanied by a quotation made by the person in the picture. These quotations tell the story of older adults' concerns and thoughts about growing old in today's society. The pictures are excellent for encouraging discussion.

Views of Aging - Teacher's Guide, The Institute of Gerontology, University of Michigan, 520 East Liberty, Ann Arbor, MI 48109. Cost: $5.50.

Walmsley, Ginger M., Youth in Service to the Elderly: Guidelines for a Youth Volunteer Program. Salt Lake City, UT: Rocky Mountain Gerontology Center, University of Utah, 1975.

This manual provides guidelines for organizing a volunteer program between youth and older persons.

Appendix F

MATERIAL FOR DEVELOPING POSITIVE ATTITUDES ABOUT AGING

Selected Books for Grades K-12

(Many of these encourage discussion, involving students' evaluations of values and concepts.)

Grades K-3

Gardner, Lillian, The Oldest and the Youngest, and the One in the Middle. Eau Claire, Wisconsin: E.M. Hale and Company, 1954.

Millicent and Pete establish a club which will include all ages and none is to be left out--the Oldest and Youngest Club. The project catches on with the other children and Missie's problem is solved. This story provides an excellent basis for discussion on the problem of "age discrimination"--at all levels, including old age. Recommended for second through fourth grades.

Klein, Leonore, How Old is Old? Illustrated by Leonard Kessler. A Science Parade Book. New York: Harvey House, Inc., Publishers, Irvington-on-Hudson, 1967.

An appropriately illustrated and simply written little book, which conveys the scientific story of aging in the myriad forms of life, including man, and places each in a comparative time sequence which can be understood and appreciated by children in first and second grades.

Meeks, Esther M., Jeff and Mr. James' Pond. New York: Lothrop, Lee and Shepard Company, Inc., 1962.

This is the story of Jeff, a small boy, who has many friends, some little, some his own age, but also some big friends--Mr. James, for instance, who lives on an adjoining farm and is always happy to see him. This story presents a highly recommendable image of intergenerational relationships, quite aside from immediate family ties. Highly recommended for children from first to fourth grade.

Miles, Miska, Annie and the Old One. Boston; Little, Brown, 1971.

Beautifully told story of a small girl living in a hogan on a Navajo reservation with her parents and her grandmother.

Williams (afterwards Bianco), Margery, The Velveteen Rabbit. New York, 1922.

This is the story of a young boy's pride in having an old and worn toy. The toy imparts a personality of its own and is not threatened by other new toys because it is loved by the boy and knows it has special value in being loved. The relationship between the boy and the toy is characterized by love, loyalty, and friendship--ageless, timeless values.

Zolotow, Charlotte, My Grandson Lew. Pictures in color by William Pene du Bois. The Booklist, starred. ALA Notable Children's Book; Christopher Award, 1974. $4.95. Lib. Ed. $4.79.

"Warm, rich and beautiful, a comforting consideration of death. Lew, now six, awakes and remembers his grandfather...then his mother tells of her rememberances."

Grades 4-6

Appendix F

Blue, Rose, Grandma Didn't Wave Back. New York, Watts, Inc., 1972.

Debbie's close relationship to her grandma is changed when grandma begins to fail and has to move to a nursing home. Her grandma's optimistic attitude consoles the child.

Fassler, Joan, My Grandpa Died Today. New York: Behavioral Publications, Inc., 1971.

The story of a boy named David and his grandfather, reflecting the love and devotion they share. In learning to understand and accept the death of his grandfather, David learns an important lesson about life. Strongly recommended for upper primary grades.

Lasky, Kathryn, I Have Four Names for My Grandfather. Little, Brown and Company, (Canada) Limited, 1976.

Illustrated with effective photographs and told in simple language, this book portrays how grandfather is a very special person.

White, E.B., Charlotte's Web. Pictures by Garth Williams, 1953 Newbery Honor Book; 1959 Lewis Carroll Shelf Award; 1974 New England Round Table of Librarians Children's Book Award, 1952. $4.95. Lib. Ed. $4.79. Large Type $7.95. Trophy Paper $1.25.

In this classic story, Charlotte the spider who has saved the life of the little pig Wilbur and been his best friend, helps Wilbur to understand and accept her approaching death.

Grades 7-12

Banister, M., Tears Are for the Living. Houghton Mifflin Co., Boston, MA 02107, 1963.

A 100-year-old Virginia lady reviews five generations of life and change.

Coles, Robert, The Old Ones of New Mexico. Anchor Press, 1975.

How the elderly are treated in their country. Points out that happiness and family acceptance contribute to long life.

Curtin, Sharon, Nobody Ever Died of Old Age. Boston, MA: Atlantic Monthly Press, 1973. $6.96 (Little, Brown and Company, paperback, $2.95.)

A "personal survey of the variety of life styles adopted by old people in America. ...Curtin starts with her own grandparents, all stubbornly individualistic, and goes on to talk about her experiences with other old people--rich, poor, and in-between. ...She ends by calling on the elderly to organize and take control of their own lives."

Grades 7-12 (continued)

Jury, Mark and Dan, Gramp. Viking Press, New York. 1976.

In narrative and photographs, both excellently done, the book records a man's dying and shows how his family coped with the final life stages of a loved one. Photographs of Gramp and his family reflect the human life-cycle.

Saul, Shana, Aging--An Album of People Growing Old, Short Stories and Poems About Aging. John Wiley Publisher, 1974.

Shanks, Ann Zane, Old Is What You Get. New York, Viking Press, 1976.

This publication includes photographs of older people and dialogues on aging by the old and young, both of which are excellent for encouraging discussion.

Wiggington, Eliot, The Foxfire Book. Garden City, New York, Anchor Books, Doubleday and Company, 1972.

Creative writing experiences of children who interviewed and wrote about their grandparents.

Appendix F

EDUCATION ABOUT AGING

Periodicals - Articles

Britton, Jean O., and Britton, J.H. "Discrimination of Age by Pre-school Children." Journal of Gerontology, Vol. 24, No.4, October 1969, pp. 457-460.

Comfort, Alex, M.B., Ph.d. "How to Have the Time of Your Life All Your Life." Woman's Day, October 1976.

"The Courts Reinterpret Old-Age Discrimination." Business Week, February 24, 1976, p. 91.

Davis, Catherine Clayton. "Fairhaven's Senior Freshmen," American Education, May 1975, pp. 6-10.

"The Discarding of Mrs. Hill." Ladies Home Journal, February 1976, pp. 58-64.

Dorman, J. Anderson. "Growing Old in the Year 2025." Science Digest, February 1976, pp. 88-90.

"Elderly, Young, Need Separation in Public Housing, Says Study." Aging, June-July 1974, p. 9.

Fliegler, Howard. "We're Showing Our Age." U.S. News & World Report, February 23, 1976, p. 80.

Freund, Janet W. "The Meaning of Volunteer Services in Schools." The Gerontologist, Vol. 11, No. 3 (Part I), August 1971, pp. 205-208.

Galston, Arthur W. "In Search of the Antiaging Cocktail." Natural History, March 1975, pp. 14-19.

"Getting Rid of 64-and-Out." Business Week, March 1, 1976, pp. 60-61.

Goldsmith, Jack, and Noel E. Tomas. "Crimes Against the Elderly: A Continuing National Crises." Aging, June-July 1974, pp. 10-13.

"Good Alternatives to Nursing Homes." Good Housekeeping, October 1975, p. 169.

Gray, Robert T. "Will the Social Security Bubble Burst?" Reader's Digest, May 1975, pp. 147-151. Adapted from Nation's Business, November 1974.

"The Graying of America." Special Report, Newsweek, February 28, 1977, pp. 50-65.

Halsell, Grace. "Valley of Life." Americas, January 1976, pp. 31-36.

Hayflick, Leonard. "Current Theories of Biological Aging." The Gerontologist, 14, 1974, p. 352.

"Helping the Elderly: What Fight is About." U.S. News and World Report, February 23, 1976, p. 71.

Hickey, Tom, and Kalish, Richard A. "Young People's Perceptions of Adults." Journal of Gerontology, Vol. 23, No. 2, April 1968, pp. 215-219.

Hill, Robert B. "A Profile of the Black Aged." In Occasional Papers in Gerontology, Ann Arbor: University of Michigan-Wayne State University, 1971.

"How Long Will You Live?" Good Housekeeping, October 1975, p. 170.

"How the Changing Age Mix Changes Markets." Business Week, January 12, 1976, pp. 74-78.

"How to Fight Age Bias." Ms., June 1975, p. 91. (Related articles follow.)

"How to Get Old and Do It Right." Series of articles. Esquire, April 1975, pp. 73-87ff.

Howland, Bette. "Golden Age." Commentary, April 1975, pp. 51-59.

Jury, Mark. "The Nobility In Our Gramp's Decision to Die." Today's Health, January 1975, pp. 18-23 and 62.

Jury, Mark, and Dan Jury. "Gramp." Psychology Today, February 1976, pp. 57-63.

Kastenbaum, Robert. "It Is Possible to Pre-experience Old Age and Thus Prepare Oneself." Psychology Today, December 1971, pp. 53-54; 81-84.

Lane, Betty. "Attitudes of Youth Toward the Aged." Journal of Marriage and Family Living, Vol. 26, No. 2, May 1964, pp. 29-31.

Leaf, Alexander. "Every Day Is a Gift When You Are Over 100." Launois. National Geographic, January 1973, pp. 93-119.

"Life for the Elderly in 1975 - Many are Hundry and Afraid." U.S. News & World Report, February 10, 1975, pp. 48-51.

Lorge, Irving; Tuckman, Jacob; Abrams, Albert J. "Attitudes of Junior and Senior High School Students Toward Aging." In Growing with the Years, New York: New York State Joint Legislative Committee on Problems of the Aging, 1954, pp. 59-61.

Mead, Margaret. "Grandparents as Educators." Education Digest, March 1975, pp. 19-22. Condensed from Teachers College Record, December 1974.

Morgan, Charles. "Seniors Step Forward." American Education, November 1975, pp. 6-9.

"Muggers Beware! Teaching Old Folks New Tricks." Ladies Home Journal, September 1975, p.71.

"New Outlook for the Aged." Time, June 2, 1975, pp. 44-51.

"Opsimathy--Something to Look Forward To." Psychology Today, June 1975, pp. 100-101.

"The Pain of Standing on Your Own Two Feet." Harpers, February 1975, p. 11.

Quint, James V., and Bianca R. Cody. "Preeminence and Mortality: Longevity of Prominent Men." American Journal of Public Health, 60, 1970, 1118-24.

Sainer, Janet S. "Reaching Out." Aging, November-December 1974, pp. 20-23.

Sehnert, K.W. "Understanding the Old and the Infirm." Family Health, 8(4):38-40+, April 1976.

"The Scandinavian Experience in Health and Social Services for the Elderly." Aging, April 1975, pp. 1-12.

"The Spreading Scandal in Nursing Homes." U.S. News & World Report, March 31, 1975, pp. 21-23

Thomas, J.A., and Yamamoto, K. "Attitudes Toward Age: An Exploration in School-Age Children." International Journal of Aging and Human Development, 1975, 6, pp. 117-129.

"Wanted: Retirees for Useful Volunteer Work." Changing Times, March 1976, pp. 35-37.

"You're in the News." Modern Maturity, October-November 1975, pp. 8-9.

Appendix F

EDUCATION ABOUT AGING

Periodicals for or About the Elderly

Aging
U.S. Department of Health, Education and Welfare
Office of Human Development, Administration on Aging
Washington, D.C. 20402

Current Literatory on Aging
National Council on the Aging
1828 L Street, N.W.
Washington, D.C. 20036

Gerontologist
Gerontological Society
1 Deupont Circle
Washington, D.C. 20036

The International Journal of Aging and Human Development
Baywood Publishing Corp.
43 Central Drive
Farmingdale, NY 11735

Memorandum
Special Committee on Aging
U.S. Senate
Rm. G-233 Dirksen Office Building
Washington, D.C. 20510

Modern Maturity
American Association of Retired Persons
215 Long Beach Boulevard
Long Beach, CA 90801

The Network
Gray Panthers
3700 Chestnut Street
Philadelphia, PA 19104

Perspective on Aging
National Council on the Aging
1828 L Street, N.W.
Washington, D.C. 20036

Retirement Living
150 East 58th Street
New York, NY 10022

EDUCATION ABOUT AGING

Film Guides

Film Forum. KWIC Training Resources in Aging Project, Center for the Study of Aging and Human Development, Duke University, Box 3003, DUMC, Durham, NC 27710. 10 pp. $1.50.

An evaluation report on 23 films on aging including film profiles provided by users.

Films on Aging (AoA). Stock No.1762-00071. U.S. Government Printing Office, Washington, D.C. 20402. 60¢.

Media Sources for Gerontology. Compiled by Penny Sahara, University of Michigan, Institute of Gerontology, Ann Arbor, MI 48104.

Neiswender, Margaret E., comp. About Aging: A Catalog of Films. Ethel Percy Andrus Gerontology Center, University of Southern California, University Park, Los Angeles, CA 90007. 88 pp. $3.25

Filmstrips

How Would You Like to Be Old? Guidance Associates, 757 Third Avenue., New York, NY 10017. Two filmstrips with Discussion Guide and records, $41.50; with cassettes $46.50. (upper elementary and high school)

Two color sound filmstrips. Part I deals with problems of the elderly in society. Part II illustrates the "creativity and vigor which can mark later years" and "underscores the special understanding often shared by aged people and the young."

Living with Dying. Sunburst Communications, Inc., Deerfield Ave., Pound Ridge, NY 10576. $45.00. (high school)

Two color sound filmstrips. "Part I -"Immortality" explains the human life cycle and presents death as a natural part of the cycle. Also deals with ways in which people approach the finality of death including various ideas about afterlife or immortality. "Part II - Acceptance" deals with how we first become acquainted with death as children, how our culture encourages a denial of death, and how we can learn to accept death as part of the life cycle.

Our Elders: A Generation Neglected. Prentice-Hall Media, ServCode HB 26, 150 White Plains Rd., Tarrytown, NJ 10591. $45.00 (high school)

Two color sound filmstrips by Associated Press. Examines the problems of the elderly from the standpoint of American attitudes and values which lead to social neglect and economic discrimination. Two color filmstrips with Teacher's Guide and either records or cassettes.

The Future of the Family. Guidance Associates, 757 Third Ave., New York, NY 10017. Two filmstrips with Discussion Guide and records, $41.50; with cassettes $46.50. (high school)

Two color sound filmstrips dealing with the structure of families and the roles of family members in the past, present, and future.

When Parents Grow Old. Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019. $270.00; three-day rental, $25.00. (high school)

A 15-minute color 16mm film excerpted from "I Never Sang for My Father" starring Gene Hackman and Melvyn Douglas. Deals with the theme of responsibility to aging parents and conflict with personal goals.

Films

Arthur and Lillie. 30 min/color/1976. Produced by Else/Samuelson/Kovacs. Available through Pyramid Films, Box 1048, Santa Monica, CA 90406. $375.00. (jr. and sr. high school)

This award winning documentary about film industry veteran Arthur Mayer and his wife, Lillie, is a pictorial interview with two very active older people. Arthur, now 89, and Lillie, 86, today spend much time on university lecture tours enjoying a creative old age. The film is filled with their recollections of the great days of early Hollywood, the stars, the publicity stunts, Arthur's many-sided showmanship, as well as their present day involvements with the young students they meet.

Getting On. The Getting on Television Project, N.Y.C. Department for the Aging, 250 Broadway, New York, NY 10007. (jr. and sr. high school)

This is a videocassette library of the innovative television services "Getting On." About older people who speak for themselves, their humor, resourcefulness and vitality are exemplified in 9 half-hour magazine-style programs.

The Good, Good, Good, Good Life. 11 min/color/1975. Produced by TeleKETICS Films (Rolf Forsberg). Available through TeleKETICS, Franciscan Communications Ctr., 1229 South Santee St., Los Angeles, CA 90015. $150.00. (high school)

A retired man, gentle, happy with his pottery-making and simple way of life, is invaded by his very modern family, who are convinced that his retiring, self-sufficient way of life is somehow detrimental to his true happiness, especially after they discover he is going to marry a near-by widow woman. In a delightful musical-comedy spoof, they deluge him with modern appliances, completely re-do his old-fashioned homey living room, and in a clever parody of of a singing family doing TV commercials, they attempt to introduce him to the "good" life. The film touches on the plight of the elderly, world hunger, ecological waste and damage, and related issues.

Millie. 30 min/color/1972. Produced by Lutheran Television. Available through Lutheran Television, Box 14572, St. Louis, MO 63178. Rental Only. (jr. and sr. high school)

Driven by hunger 70-year old Millie Borden steals a container of cottage cheese from a supermarket. The manager catches her in the act, but a young housewife intervenes, pays for the food, and strikes up a friendship with Millie. She realizes the poverty level on which Millie is trying to survive, and wants to help, but her husband refuses to let her because he doesn't want to get "involved." The young woman decides to talk to her pastor and gives him a small amount of money for Millie. When the young family return from a vacation, they discover that Millie has died, from anemia caused from malnutrition. The film concludes with a strong Christian message on social responsibility.

Never Trust Anyone Under 60. 60/min/color/16mm/1971. (jr. and sr. high school)

A film of the dramatic portions of the White House Conference on Aging multi-media production, also includes the short films "After Autumn? and "Step Aside/ Step Down" (listed separately elsewhere) and three very brief sequences: "The American Dream," "Throw-Away Culture" and "Falling through the Cracks."

Peege. 28 min/color/1974. Produced by David Knapp and Leonard Berman. Available through Phoenix Films, 470 Park Avenue South, New York City, NY 10016. $370.00 (jr. and sr. high school)

The central theme of the film is the breaking of communication barriers to reach those isolated by age and failing mental capacities. A family visits the dying grandmother in a nursing home. She is blind and has lost some of her mental faculties. The visit is awkward and when the family leaves, the young grandson stays with her for a few minutes. He tries to trigger some response by whispering into her ear, reminding her of the happy times they had had before. He touches her. His efforts succeed and when he leaves she is alone again - but now with a feeling of worth, knowing that someone cares.

To Hell With Grandma. AVNA - Audio Visual Narrative Arts, Box 9, Pleasantville, New York. (jr. and sr. high school)

An incisive and deeply moving account of what it's like to grow old in America today. Students learn how the elderly must struggle to survive; discover why nursing homes have become such a profitable industry; examine government programs designed to help the aged and investigate possible solutions to the many problems which confront old people. Program points out that how we as a society care for our older citizens will be a matter of personal concern to all of us at some point in time.

Trigger Films. A series of five brief dramatizations of situations common to older people designed to trigger thoughtful discussion. Dramatizations vary in length from 1 min. 4 sec. to 4 min. 10 sec. (upper elementary and high school)

"Mrs. P." Mrs. P., an elderly black woman, loves her part-time job working with children in a hospital program. She doesn't know that she is about to be fired because her arthritis has become a handicap.

"To Market, To Market." Follows a proud, vulnerable old lady doing her meager marketing in a supermarket.

"The Center." Draws sharp contrasts between the old people playing cards and the young people rehearsing a play down the hall in the same building.

"Tagged." An old lady sits quietly in her rocker, watching her possessions being moved out of her home.

"Dinner Time." Step by step, an elderly lady prepares her meal of tea, toast, and cottage cheese.

Photographic Aids

Living with Aging. Documentary Photo Aids, P.O. Box 956, Mount Dora, FL 32757. $17.00.

A set of 28 photo aids, 11" x 11", through live photographs and cartoons, presents the problems of the elderly in society. (Teacher's guide included.)

Living with Dying. Documentary Photo Aids, P.O. Box 956, Mount Dora, FL 32757. $16.00.

A set of 24 photo aids, 11" x 11". Series of photographs made by the grandsons of Frank Tugend during the last three weeks of his life after he decided to die.

ORGANIZATIONS CONCERNED WITH AGING Appendix F
(A Partial Listing)

Administration on Aging
HEW South Building, Rm. 3609
Third and C Streets, S.W.
Washington, D.C. 20201
(202) 655-4000

American Association of Homes for the Aged
1050 - 17th Street, N.W.
Washington, D.C. 20036

American Association of Retired Persons and
National Retired Teachers Association
1909 K Street, N.W.
Washington, D.C. 20049
(202) 872-4700

Gerontological Society
One Dupont Circle, N.W.
Washington, D.C. 20036

Gray Panthers
3700 Chestnut Street
Philadelphia, PA 19104
(215) 387-0918

Jewish Association for Services for the Aged
222 Park Avenue, South
New York, NY 10003
(212) 677-2530

KWIC Training Resources in Aging Project
Center for the Study of Aging and Human Development
Duke University
Box 3003, DUMC
Durham, NC 27710
(919) 684-3058

National Council of Senior Citizens
1911 K Street, NW
Room 202
Washington, D.C. 20005
(202) 783-6850

National Council on the Aging
1828 L Street, N.W.
Washington, D.C. 20036
(202) 223-6250

Retired Senior Volunteer Program
ACTION
806 Connecticut Avenue, N.W.
Washington, D.C. 20525

PLANNING AND ADVISORY COUNCIL

YOUTH AND AGING CURRICULUM DEVELOPMENT PROJECT

Gary Blocker	Supervisor, Social Studies East Baton Rouge Parish School Board
Mike Chambers	Supervisor, Science East Baton Rouge Parish School Board
Elouise Shaw	Supervisor of Physical Education and Assistant to Girls' Athletics, East Baton Rouge Parish School Board
Brooks Tisdale	Supervisor, Health and Physical Education East Baton Rouge Parish School Board
Bob Hill	Supervisor, Vocational Education East Baton Rouge Parish School Board
Odette Lang	Supervisor, English and Humanities East Baton Rouge Parish School Board
Dr. Molly Newkome	Administrative Director, Instructional Services and Program Development, East Baton Rouge Parish School Board
Mary Ellen Jordan	Supervisor, Instructional Services and Program Development, East Baton Rouge Parish School Board
Edwina Prescott	Board Member, East Baton Rouge Parish School Board
Dr. Carl Spears	Director, Continuing and Community Education East Baton Rouge Parish School Board
William E. Noonan, Jr.	Director, Federal Programs East Baton Rouge Parish School Board
Vee Weishar	Projects Assistant, Federal Programs East Baton Rouge Parish School Board
Dee Jones	Administrative Officer, ESEA Title IV State Department of Education
Dr. Gladys Hildreth	Home Economics and Family Life Louisiana State University
Norma Peat	Second Vice-President, Louisiana Retired Teachers Association, Educators of Yesteryear
Dr. J. E. Wilson	President, Educators of Yesteryear, Retired Teachers of East Baton Rouge Parish

Dr. Tommy Landry	Retired Educator
M. L. Levy, M.D.	Pediatrician and Governor, Kiwanis District
JoPaul Steiner	Tax-Shelter Specialist, Community-at-large
Sandra Adams	Director, Capital Area Agency on Aging
Maxey von Senden	Social Worker, Baton Rouge Mental Health Center
Shirely Mundt	President, Baton Rouge District PTA
Doris Meyer	Supervisor, Diocese of Baton Rouge
Patrick Kennedy	Principal, Redemptorist High School Diocese of Baton Rouge

AGING: INTEGRATING AGING CONTENT INTO THE CURRICULUM

Course Description:

This course will introduce aging from a broad, multi-disciplinary focus. It will promote an understanding of aging as a natural process, will examine various aspects of the aging process, will increase awareness of the problems of aging and will develop plans to integrate aging content into the curriculum. A major portion of this course will entail analyzing existing curriculum and developing strategies for integrating aging content into appropriate sections of the curriculum.

This course will be taught by various methodologies. Class discussion, short presentations, simulation exercises, audio-visuals, group participation exercises, and individual problem-solving exercises will be used to convey content. Reading assignments, on-the-job pilot testing of newly-developed lesson plans, and individual consultation will undergird classroom experiences.

Course Objectives:

At the conclusion of this course, the students will be able to:

1. Organize multidisciplinary knowledge about aging into an integrated, holistic concept of the aging process;
2. View aging and older people with more positive attitudes;
3. Integrate aging content into the existing curricula.

Course Outline:

I. Basic Aspects of Aging

A. A definition of aging

B. An overview of the population

C. The process of aging

D. Theories of aging

II. Problem Areas for the Aged

A. Retirement

B. Employment

C. Income

D. Health Care

E. Housing

III. Services and Programs for the Aged

A. A historical perspective

B. Funding sources

C. An explanation of services and programs

D. Service delivery

IV. Adjustment to Losses

A. Death and dying

B. Bereavement

C. Widowhood

V. The Aging Experience

A. Positive aspects

B. Personal growth

VI. Aging Content: Grades K-12

A. A nationwide perspective

B. Analysis of existing curriculum

C. The place for aging in the curriculum

VII. Integrating Aging into Curriculum

A. Resources for instruction

B. Plans and strategies

C. Pilot testing

D. Analysis of implementation

E. Developing plans for the school year

CONTINUING EDUCATION AT LSU

The LSU Department of Extramural Teaching brings teachers from the Baton Rouge campus of LSU to classrooms in your hometown or to an area nearby. It is part of LSU's job of public service to extend to Louisianians the opportunity to continue education from high school or college, to promote career or educational goals and to enhance personal development.

This extension service is made possible by the University's Division of Continuing Education which conducts a broad program of lifelong learning. Teaching extension classes off campus--a service begun in 1919--is the oldest of LSU's continuing education programs. It was the major thrust of operations of the General Extension Division, instituted as an integral academic unit of the University in 1924. As extension services broadened to meet widening needs, the division became known as the Division of Continuing Education. Today, through its varied programs of short courses, conferences, professional development, correspondence study and extramural teaching, the department reaches some 60,000 Louisianians each year.

THE EXTRAMURAL PROGRAM

A Choice

Under the extramural program you may take courses for credit as an undergraduate or a graduate student. You may enroll in a credit course as an auditor, someone who participates in the class for personal education benefit on a noncredit basis.

LSU tries to provide as broad a range of classes as possible from its huge catalog of courses--where practicable and if demand is large enough. Many classes, of course, cannot be offered for lack of laboratory or library facilities. However, an effort is made by the Division of Continuing Education--working in cooperation with various colleges, schools, and departments of the University system--to provide services when requested.

Getting It Together

Courses are offered only if there are at least 15 registrants. Groups may organize and provide LSU with names, addresses and preferred time and place for the class to meet. An organizational meeting will be held to arrange details.

BEST COPY AVAILABLE